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ABSTRACT

The Senior Citizens and Parents as Resources for the Classroom (SPARC) project is designed to maximize the learning potential of students. Through the SPARC project, parent and community volunteers, guided by professional educators, can help to meet student needs. This elementary school manual has been compiled by and for the teachers and volunteers in the DeSoto, Kansas school district. Activities are designed to involve the student in the learning process, and to motivate and to help make learning more interesting and challenging. Major sections are Language Arts and Math, with smaller sections containing social studies, study skills, other subject areas, creative writing, universal gameboards, and lists. (JD)

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ED198129

SPARC*

*Senior Citizens and Parents as Resources for the Classroom

is designed to maximize the learning potential of students.

Methods for meeting individual needs and motivating students are explored through in-service workshops for teachers and volunteers.

SPARC* utilizes the talents of parent and community volunteers guided by the expertise of professional educators to help meet these needs.

An Innovative and Exemplary Project
funded through the
Kansas State Department of Education
Title IV-C ESEA

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SP 017 535

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

"SPARC* on Ideas" for the elementary school has been compiled by and for the teachers and volunteers in the DeSoto school district. The product descriptions have been arranged and indexed for your convenience. The major sections are Language Art and Math with smaller sections containing social studies, study skills, other subject areas, creative writing, universal gameboards and lists. The contents are also listed to coincide with the basic skills checklist developed by the teachers in the DeSoto school system. All of the games, learning centers and packets that are described are available for check out from SPARC* for use in classrooms in DeSoto. The VIPS (Volunteers in Project SPARC*) make these materials at the Project SPARC* headquarters at the DeSoto Elementary school and the satellite center at Woodsonia/Monticello.

Learning activities called Hang-ups are also available for junior and senior high school students. Hang-ups match each of the basic skills and contain activities, worksheets, tapes and sometimes computer programming to reteach and recheck on an individual basis any skill with which a student may have a problem.

Project SPARC* is a Title IV-Part c- Grant for Innovative and Exemplary programs. As such we welcome inquiries and visitors; and whenever possible will help put on workshops in other districts. "SPARC* on Ideas" is available for the cost of printing as a non-profit service to other districts, schools and teachers. The activities described are designed to involve the student in the learning process, to motivate and to help make learning more interesting and challenging.

FEB 1 6 1981

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*LA - Language Arts
**M - Math

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SPARC*

Language Arts

TITLE: Getting Ready to Read
Units 1-4 and ending sounds

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Kdgn.-Primary

OBJECTIVE: Learning beginning and ending sounds

NUMBER OF PLAYERS: 1 or more

MATERIALS:

Unit 1 - (D,G,F,M)
20 - 2½" x 3½" pieces of posterboard
5 pictures for each sound
plastic bag

Unit 2 - (W,T,S,B)
20 - 2½" x 3½" pieces of posterboard
5 pictures each with the W,T,S,B sounds
plastic bag

Unit 3 - (C,J,N,K,P)
30 - 2½" x 3½" pieces of posterboard
30 pictures - 6 for each sound
plastic bag

Unit 4 - (Y,N,V,R,L)
Same as Unit 3

Ending Sounds - (N,D,T,L)
24 - 2½" x 3½" pieces of posterboard
24 pictures - 6 for each ending sound
plastic bag

PLAYING DIRECTIONS:

Hold card up, have student name what the picture is and tell what the beginning/ending letter and sound is.

SUGGESTIONS:

Cards can be used with game boards.

TITLE: Tom Cat (Colors)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Kdgn.-Primary

OBJECTIVE: Reading & recognizing colors

NUMBER OF PLAYERS: 2 or more

MATERIALS: 1 - 15" x 21" piece of posterboard made from cat pattern
1 - sock
15 - playing pieces with the same color word written on both sides

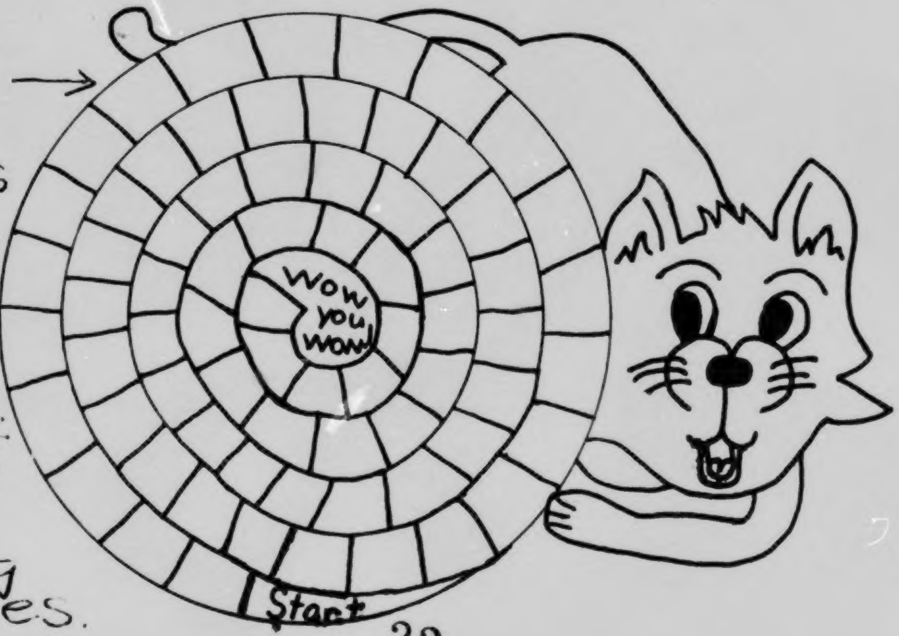
PLAYING DIRECTIONS:

1. Player draws a word disc from sock and reads word aloud.
2. If he reads the word correctly he moves his playing piece to the next square of that color. (Example: If he draws the word RED and reads it correctly, he moves to the next RED square.) Then he returns playing piece back to sock.
3. Two people may land on the same square.
4. If incorrect, he stays where he is until his next turn. The first to reach the center wins the game.

SUGGESTIONS:

Include a direction card with the game.
If the game takes too long to finish, put fewer color squares inside the cat.
Upper grades may just use the board and have to spell the color correctly before moving on. Their disc would just be a color without anything written on it.

EACH of these Sections is Colored in the Same Colors as those used on the 15 Playing pieces. →



TITLE: Speech Picture Cards	**SPARC***
SUBJECT AREA: Language Arts	**GRADE LEVEL:** Kdgn.-Primary
OBJECTIVE: Learn sounds	**NUMBER OF PLAYERS:** 1 plus teacher

MATERIALS: 12 - 2½" x 3½" pieces of posterboard
12 pictures
plastic bag

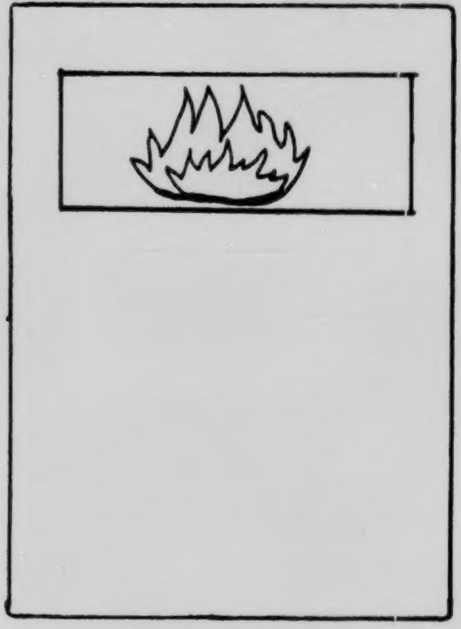
PLAYING DIRECTIONS:

1. Hold card up and have student identify picture.

VARIATIONS:

pictures for (r)
pictures for (th)
pictures for (f)
pictures for (ch)
pictures for (g)
pictures for final (s)
pictures for (v)
pictures for (k)
pictures for medial (s)

EXAMPLE: f card - picture of fire



TITLE: Poke and Peek

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Kdgn.-Primary

OBJECTIVE: Beginning consonants

NUMBER OF PLAYERS: 1 or 2

MATERIALS:

golf tee
84 - 3" x 4" pieces of posterboard
84 pictures

PLAYING DIRECTIONS:

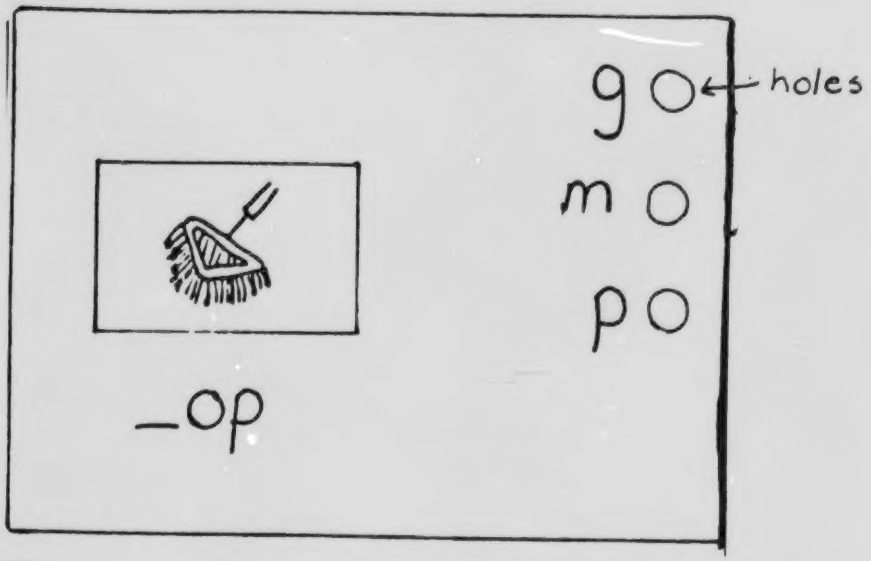
1. Pick up the card and look at the picture.
2. Decide what letter the word begins with and poke the golf tee in the hole next to that letter.
3. Turn the card over. If that hole has a circle drawn around it, you are correct.

SUGGESTIONS:

Use a paper punch to make the holes.

VARIATION:

blends, vowels, final consonants, math operations



TITLE: Yes or No's

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Kdgn.-Primary

OBJECTIVE: Beginning sounds

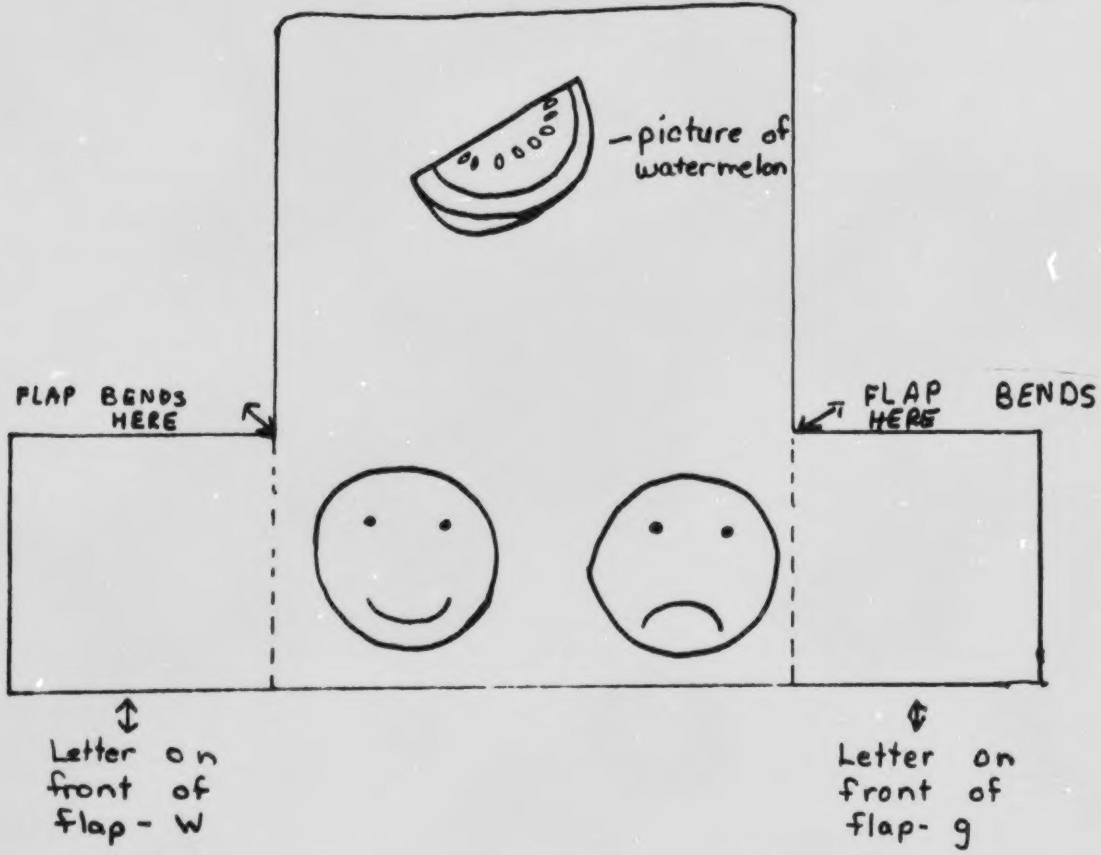
NUMBER OF PLAYERS: 2

MATERIALS: 36 - 8½" x 5½" pieces of construction paper
36 pictures

PLAYING DIRECTIONS:

1. Look at the picture on the card.
2. Decide which of the two letters written on the card the picture word begins with.
3. Open the flap of your choice. If there is a happy face under that flap you are correct or a sad face, you are wrong.

EXAMPLE:


-picture of watermelon
FLAP BENDS HERE
FLAP BENDS HERE
Letter on front of flap - W
Letter on front of flap- g

TITLE: Ending Sounds

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Kdgn.-Primary

OBJECTIVE: Learning ending sounds

NUMBER OF PLAYERS: 1 or 2

MATERIALS:
yarn
32 - 3½" circles of posterboard
plastic bag

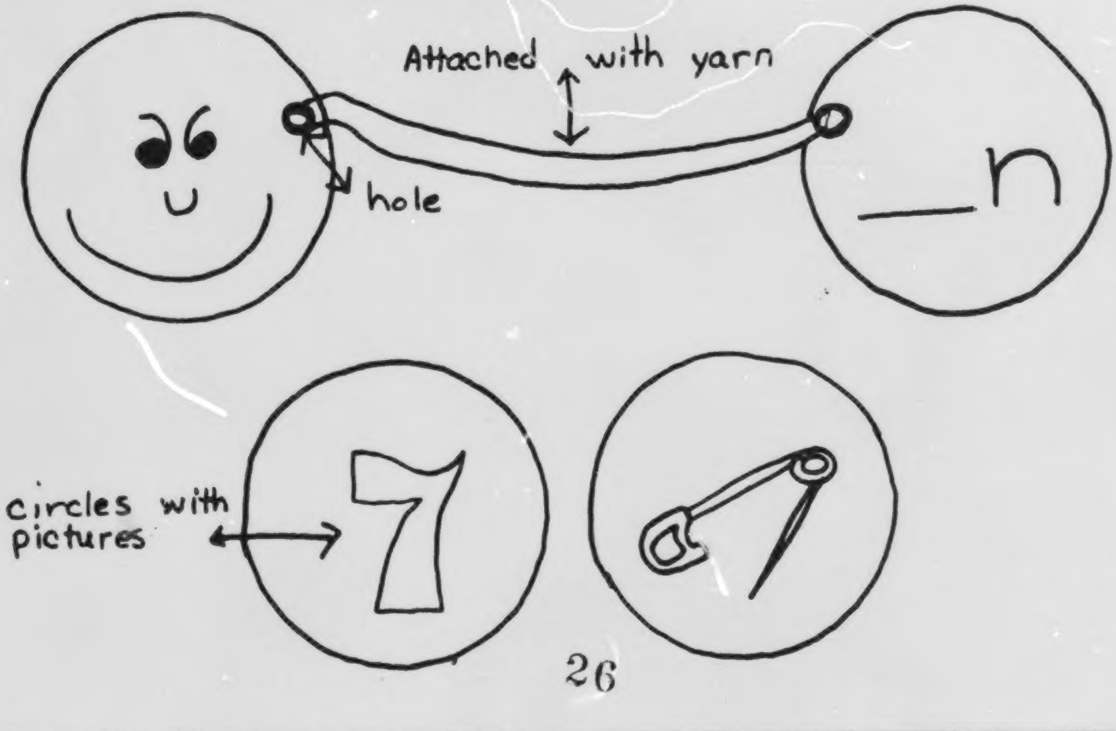
PLAYING DIRECTIONS:

1. Place the four circles with faces on them in a row on the table.
2. Stretch out the yarn so that the circles with the ending sounds are opposite the face circles.
3. Pick a circle up with a picture on it. Say the name of the picture and listen to the ending sounds.
4. Find the letter that stands for that sound and put the picture circle on the correct yarn line.
5. There will be 6 picture cards for each ending sound.

SUGGESTIONS:

Include a direction card with the game.

EXAMPLE:



TITLE: Disc-of-Fun

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Kdgn.-Primary

OBJECTIVE: Beginning sounds

NUMBER OF PLAYERS: 2 to 4

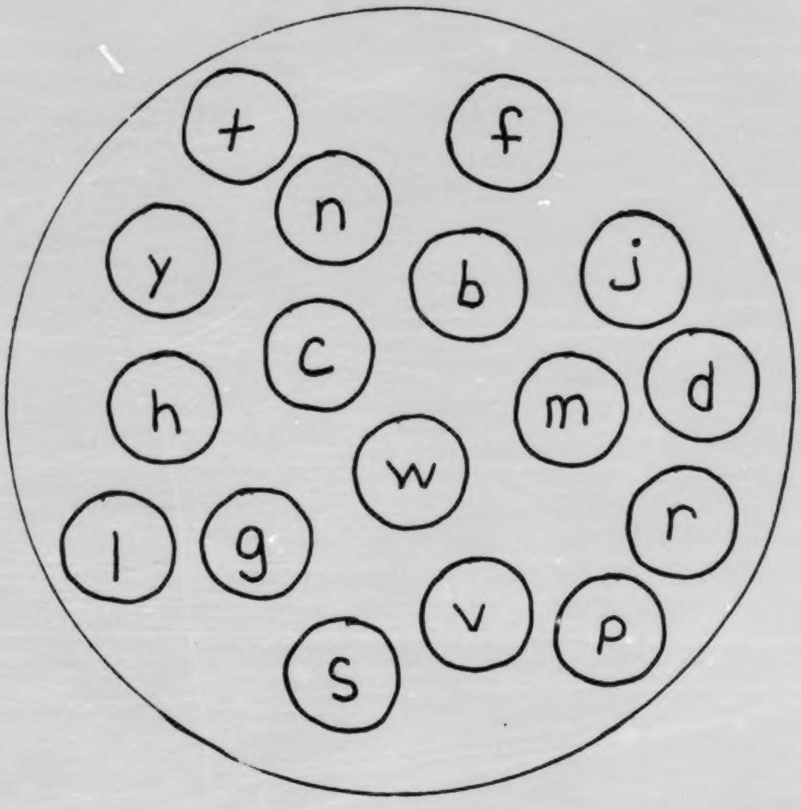
MATERIALS: 1 - 13" pizza wheel
17 - colored stick-on dots
17 - 2" x 2½" pieces of posterboard
17 pictures beginning with the letters
below or any 17 letters.

PLAYING DIRECTIONS:

1. Place the stack of cards face down on the table.
2. Turn one card over.
3. Say the word.
4. Place the picture card on the letter it begins with.

SUGGESTIONS:

Attach a plastic bag with cards and directions to the disc.



TITLE: Beginning Sounds - Picture Game
(Parts of speech)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary (Intermediate)

OBJECTIVE: Saying & recognizing beginning sounds

NUMBER OF PLAYERS: 1 or 2

MATERIALS:
4 - 6½" x 22" strips of posterboard
16 library pockets
pictures
80 sticks
plastic bag

PLAYING DIRECTIONS:

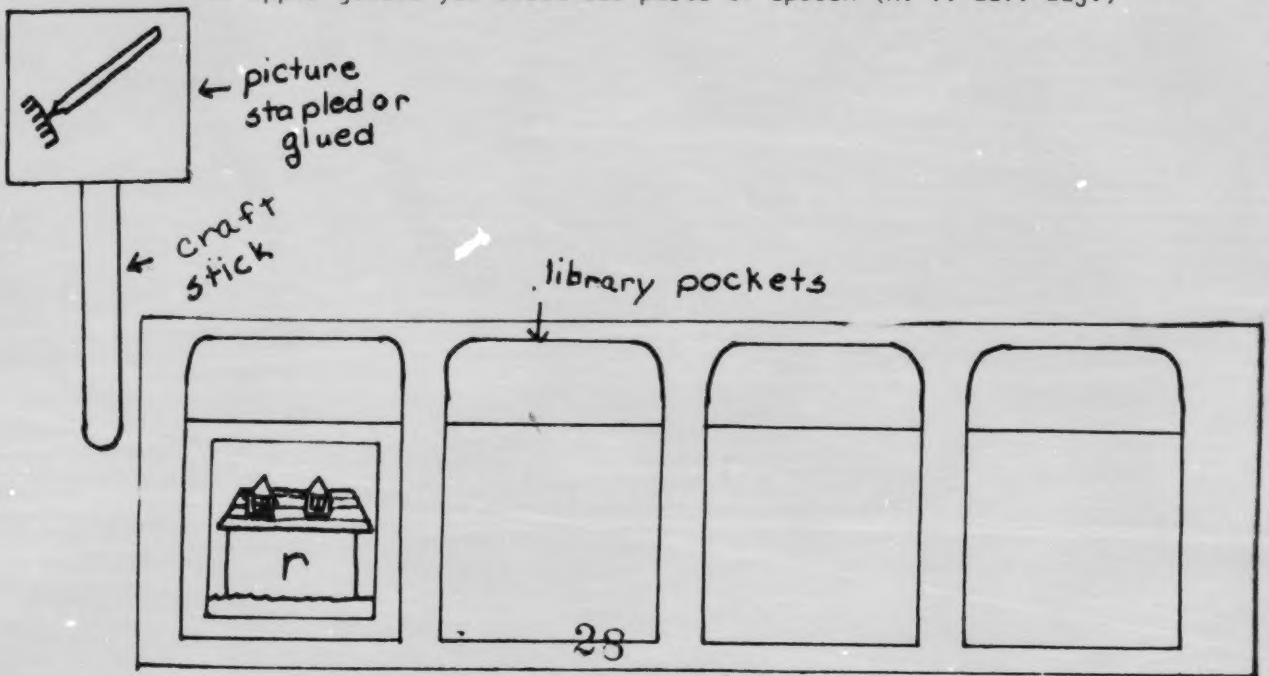
1. Place the boards with the houses on it in front of you.
2. Choose a stick with a picture on it.
3. Say the name of the picture.
4. Decide what sound that word begins with.
5. Put the stick in the pocket that has a house with the letter of that beginning sound.

SUGGESTIONS:

May be any type of picture on library pocket.
Include answer key.

VARIATIONS:

Plurals
For upper grades you could use parts of speech (n. v. adv. adj.)



Letters to use- b, s, t, w, r, v, l, h, c, j, n, p, f, m, d, g,

TITLE: Animal Walk (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Beginning sounds

NUMBER OF PLAYERS: 1 or 2

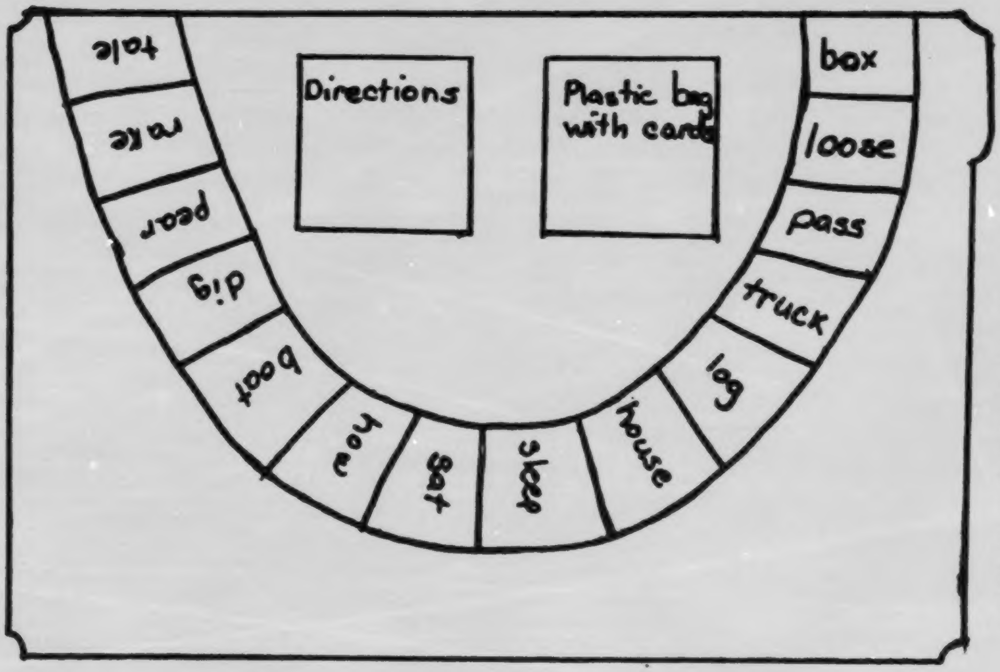
MATERIALS: 14 - 2" x 1" for beginning sounds
file folder
plastic bag

PLAYING DIRECTIONS:

1. Add a card to change the beginning sound
   Example: box - fox
2. Change each word into an animal word.
3. Write your new word on separate sheet of paper.

SUGGESTIONS:

Use a picture on front pertaining to game
Title on front
Optional - stickers of animals
Make an answer key


tale
rake
pear
dig
boat
how
sat
sleep
house
log
truck
pass
loose
box
Directions
Plastic bag with cards

Words to use
to change words
on game:

box - fox
loose - moose
pass - bass
truck - duck
log - frog
house - mouse
sleep - sheep
sat - cat
how - cow
boat - goat
dig - pig
pear - bear
rake - snake
tale - whale

TITLE: Picture and Letter Circles
Ending Sounds (n,d,t,l)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Kdgn.

OBJECTIVE: Learning ending sounds

NUMBER OF PLAYERS; up to 4

MATERIALS: 8 - 9" posterboard circles
pictures
plastic bag

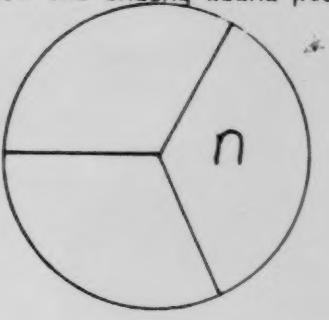
PLAYING DIRECTIONS:

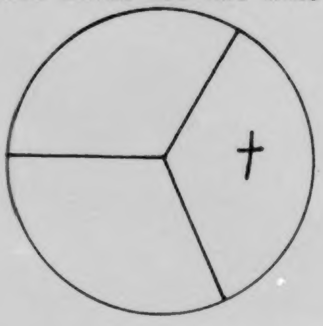
1. Place the letter circles and the picture sections on a table or desk.
2. As the teacher holds up a picture let each student say the picture to himself, listening for the ending sound.
3. Find the letter that stands for that sound and put the picture on that circle.
4. Have individual pupils choose a picture, name it, and place it in a section of the circle that has the correct letter. The pictures of four things that do not belong to any of the sounds should be included.

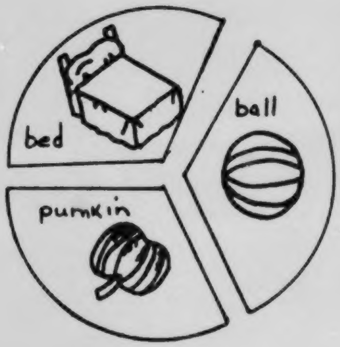
SUGGESTIONS:

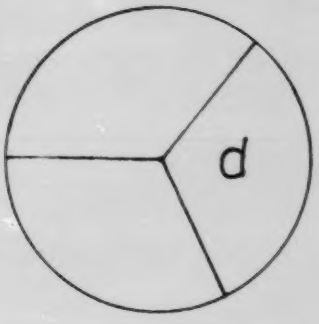
Good to use in round groups with the teacher.
Write the correct ending letter on back of each section to make self-checking

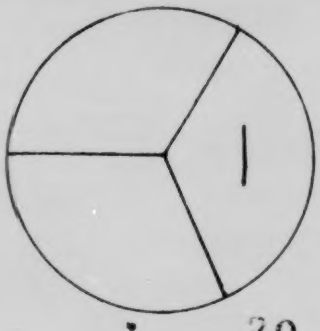
If ending sound letter circle cards are each made a different color, make sure the ending sound picture cards are not made the same color as the letter they go with.











TITLE: Say It, Hear It, Clip It

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Kdgn.-Primary

OBJECTIVE: Ending sounds

NUMBER OF PLAYERS: Individual activity

MATERIALS:
posterboard circle 13" in diameter or pizza round
clothespins
pictures for posterboard

PLAYING DIRECTIONS:

Say the name of the picture. HEAR the ending sound. Clip a clothespin with that letter by the picture.

SUGGESTIONS:

Put the pictures on the front of the disc. Clothespins have ending sounds on one side and the appropriate color code on the other side for self-checking.
Ll - blue
Dd - yellow
Tt - red
Nn - green

Write correction code on back

TITLE: Upper and Lower Case Letter Ladder

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Kdgn.-Primary

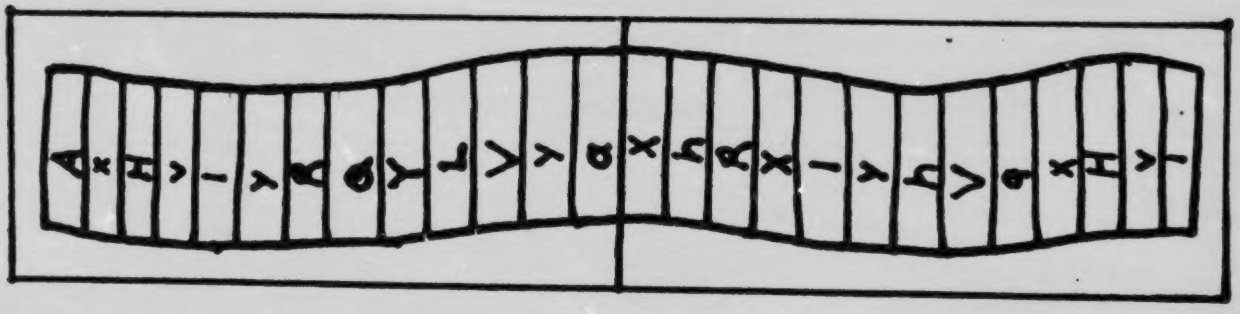
OBJECTIVE: Learn upper and lower case letters

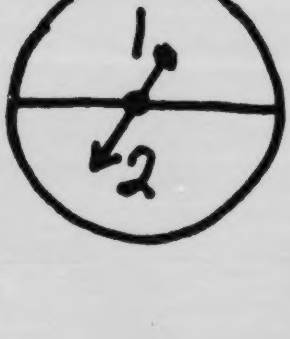
NUMBER OF PLAYERS: group

MATERIALS: 1 - 11" x 50" piece of posterboard hinged with plastic tape.
game markers
1 spinner

PLAYING DIRECTIONS:

1. Divide the pupils into two teams.
2. Have alternating team members spin the spinner and move the marker either one or two places on the path.
3. In order to leave the marker on that space, the pupil must identify the letter and tell whether it is a capital or lower-case letter.
4. If an incorrect answer is given, the marker must be returned to the previous space on the path.





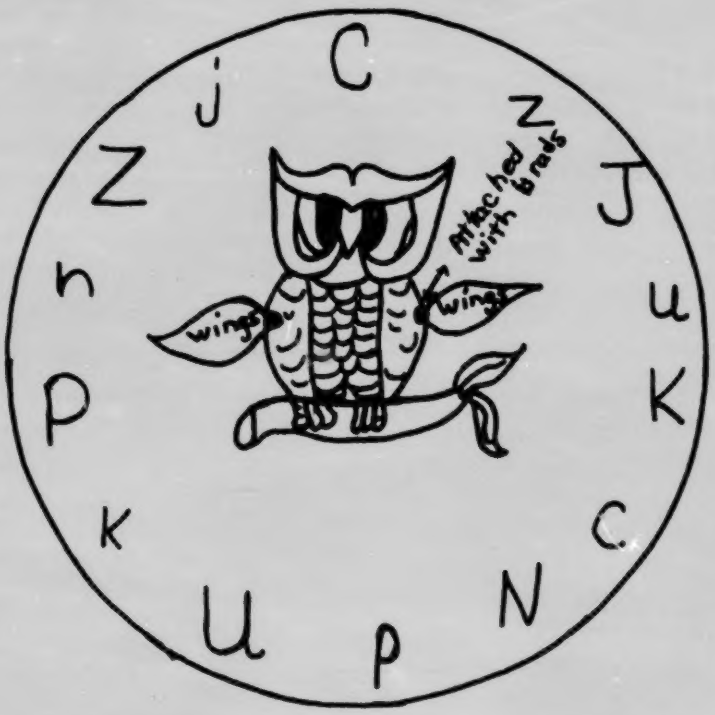
TITLE: Alphabet Clocks	**SPARC***
SUBJECT AREA: Language Arts	**GRADE LEVEL:** Kdgn.-Primary
OBJECTIVE: Matching upper and lower case letters	**NUMBER OF PLAYERS:** 1 or more

MATERIALS:

1 - 13" diameter pizza wheel
2 - brads
2 - 1" x 4" pieces of posterboard

PLAYING DIRECTIONS:

1. Move the wings to the different letters the teacher/ student tells you.


c
z
J
u
K
C
N
p
U
k
P
n
Z
j
Attached with brads
wings
wings

TITLE: Balloons for Woodstock

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Kdgn.-Primary

OBJECTIVE: Basal word recognition

NUMBER OF PLAYERS: Not more than 4

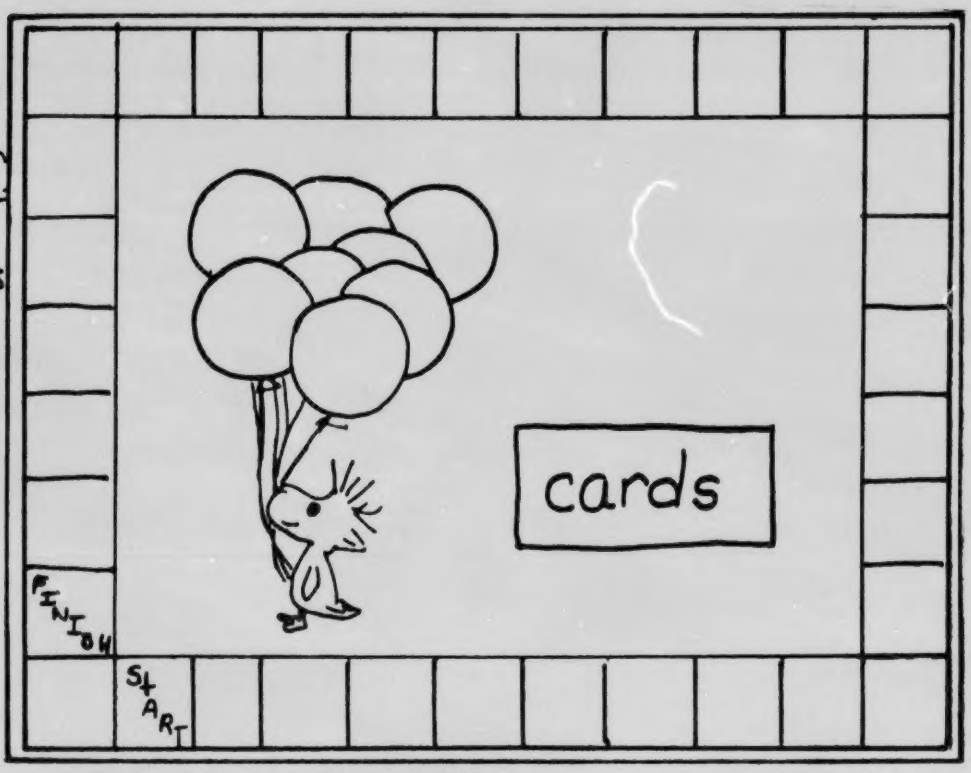
MATERIALS:
1 - 15½" x 15½" piece posterboard
die
20 vocabulary cards
4 different color game markers that correspond to the colors on the gameboard

PLAYING DIRECTIONS:

Pick a color (blue, red, green or yellow). You will move around the gameboard on your color.
Pick a vocabulary card. Say the word. If you can say the word, roll the die. Move that number of spaces. Example: If you are yellow, the die says 2, you may move 2 yellow spaces.

SUGGESTIONS:

Use striped (rainbow) wrapping paper for the gameboard as a timesaver. This game can be varied for math facts, etc.



Use
Blue
Red
Green
Yellow
for
squares

TITLE: Footprints

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Kdgn.-Primary

OBJECTIVE: Recognizing basal words

NUMBER OF PLAYERS; any number

MATERIALS: Pattern of a footprint
22 pieces of 4¼" x 12" posterboard

PLAYING DIRECTIONS:

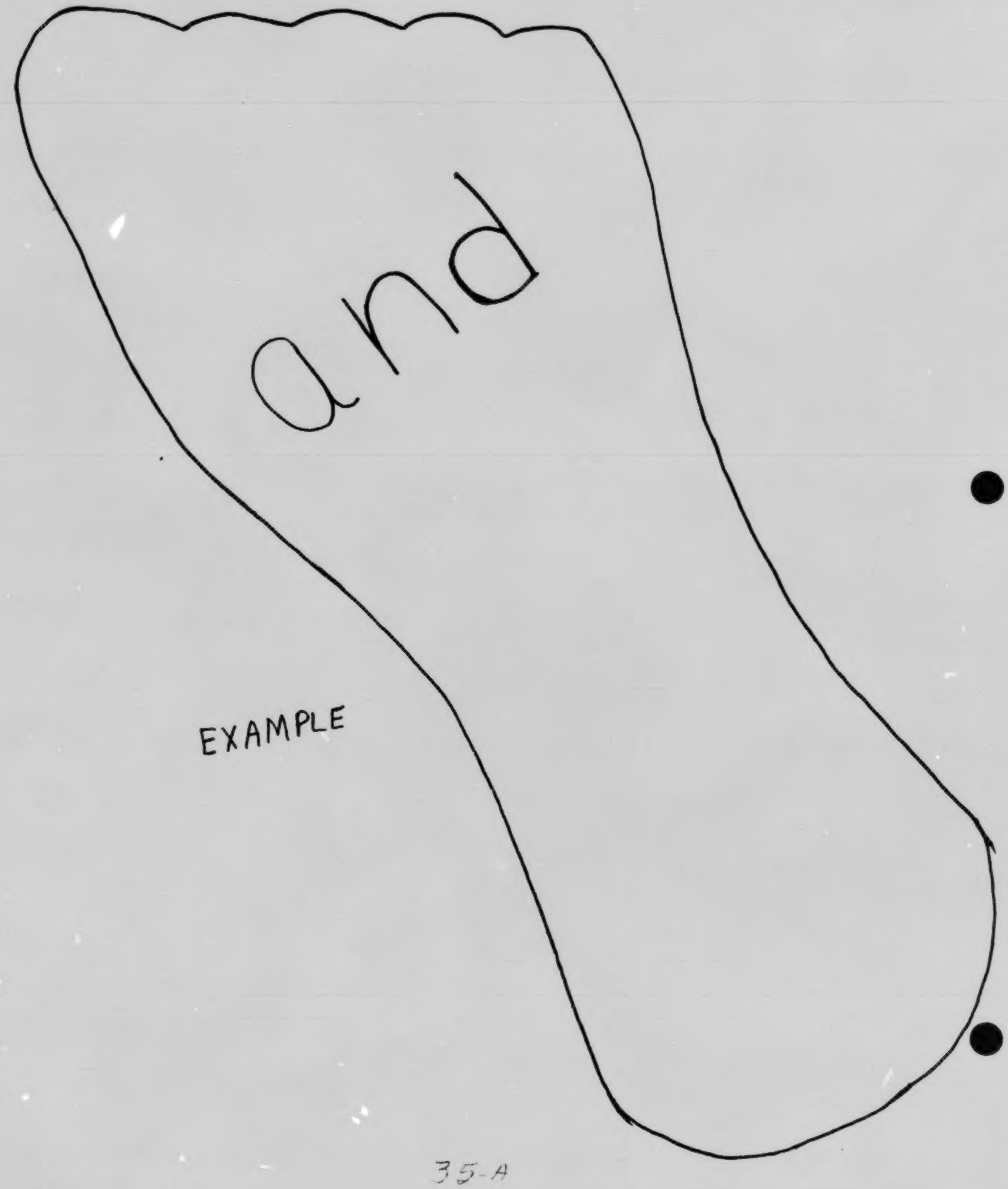
1. Scatter the footprints on the floor in a path. Have the pupils name each word.
2. Have individual pupils step between footprints as you clap. Tell the pupil not to step directly on the cards. Stop clapping, and have the pupil stop, name the word which he or she is next to, and use the word in a sentence.
3. Repeat the activity, giving each pupil a turn. If a pupil cannot name a word, have the pupil hold up the footprint. Ask the other pupils to name it.

SUGGESTIONS:

Direction card is put on a small piece of posterboard. The 22 pieces of posterboard are for footprints with high frequency words listed on them.

Pattern on back

TITLE: Footprints (cont.) | SPARC*



EXAMPLE

TITLE: Rhyming Owl Game

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Kdgn.-Primary

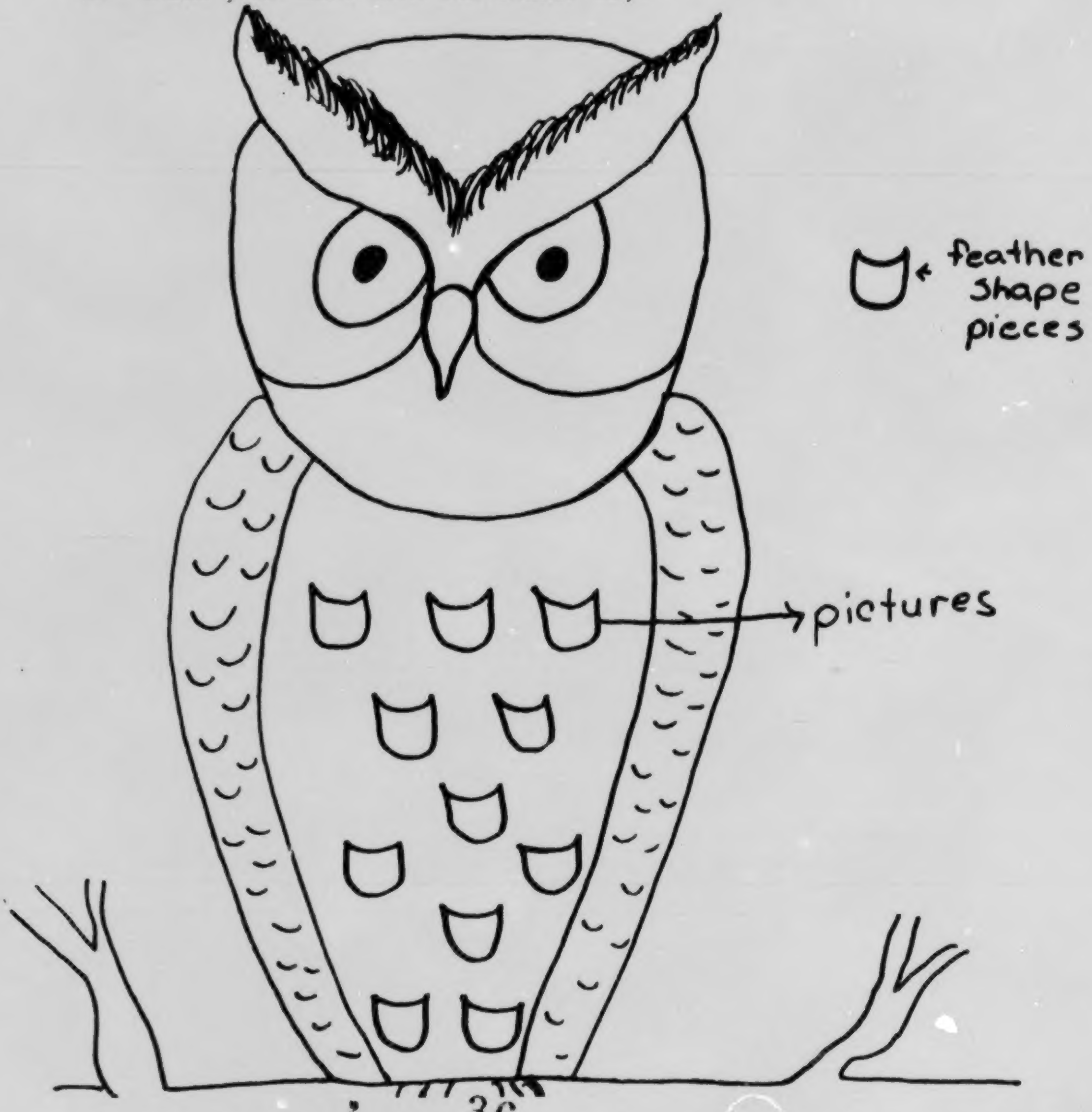
OBJECTIVE: Matching rhyming words

NUMBER OF PLAYERS: 1 or group activity

MATERIALS: 28" x 21" posterboard
pictures of rhyming words
feather-shaped pieces of posterboard with pictures

PLAYING DIRECTIONS:

1. Match the pictures of rhyming words.
2. Check your work with the answer key.



TITLE: Nuts & Bolts

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Kdgn.-Primary

OBJECTIVE: Rhyming words

NUMBER OF PLAYERS: 1 or 2

MATERIALS:
1 - 6" x 6" piece of posterboard
1 - 6" x 8" piece of posterboard
plastic bag

PLAYING DIRECTIONS:

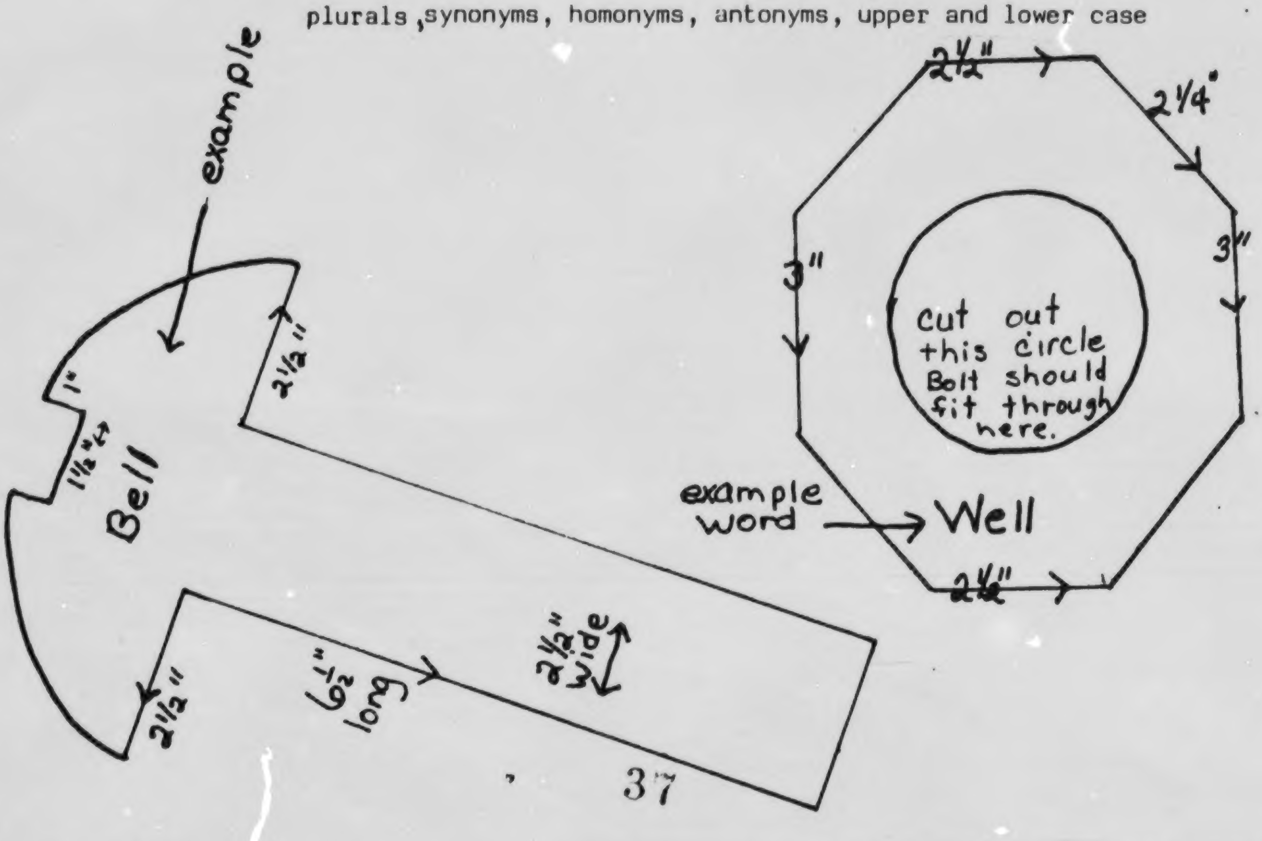
1. Match the nuts and bolts by matching the rhyming sounds.
2. Match pictures with pictures and words with words.

SUGGESTIONS:

Include answer key.
Place pictures in same place that example words are in diagram, such as a picture of a Bear and a Pear.

VARIATIONS:

plurals, synonyms, homonyms, antonyms, upper and lower case


example
1"
1½"
2½"
Bell
2½"
6½" long
2½" wide
2½"
2¼"
3"
3"
cut out this circle Bolt should fit through here.
example word
Well
2½"

TITLE: Rhyming Puzzles

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Rhyming words

NUMBER OF PLAYERS: 1 or 2

MATERIALS: 1 - 2" x 7" piece of posterboard for each puzzle

PLAYING DIRECTIONS:

1. Place the puzzle strips face up on your desk.
2. Select one strip. Now look for a strip that has a word that rhymes with the first strip.
3. If you are correct, the puzzle pieces will fit together.

SUGGESTIONS:

Make the cuts different on each puzzle strip.

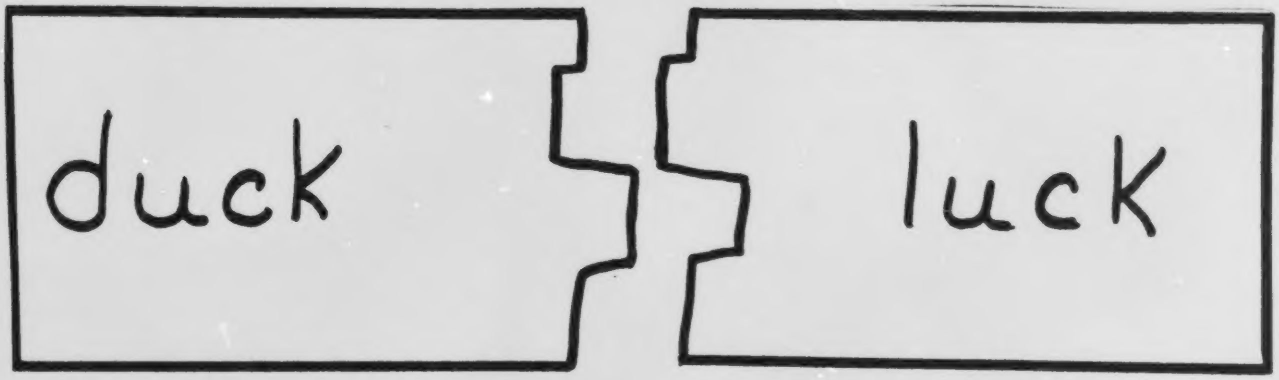
VARIATIONS:

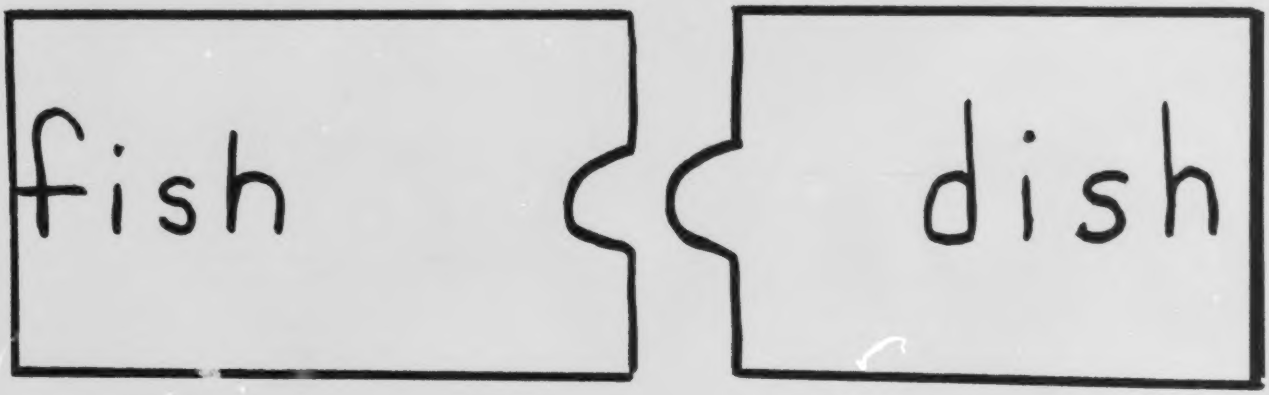
Understanding sentences: put half of a sentence on one strip and the remainder of the sentence on another. Now place the two sentence pieces together if you are correct, the puzzle pieces will fit together.

Pattern on back

38

EXAMPLE





TITLE: Rub-a-Dub-Dub!

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Rhyming words

NUMBER OF PLAYERS: No more than 3

MATERIALS:
file folder
universal game board
1 die or spinner
game markers
10 Chance cards

PLAYING DIRECTIONS:

1. Put the Chance cards face down on the Chance card space.
2. Spin the spinner (or roll the die) and move your marker that number of spaces.
3. Read aloud the word printed on that space and say a word that rhymes with that word.
4. If you land on a Chance space draw a Chance card, read it aloud and do what it says.

SUGGESTIONS:

Include an answer key (some rhyming words that will go with each word). Example: hat-fat, rat-bat, pat-cat

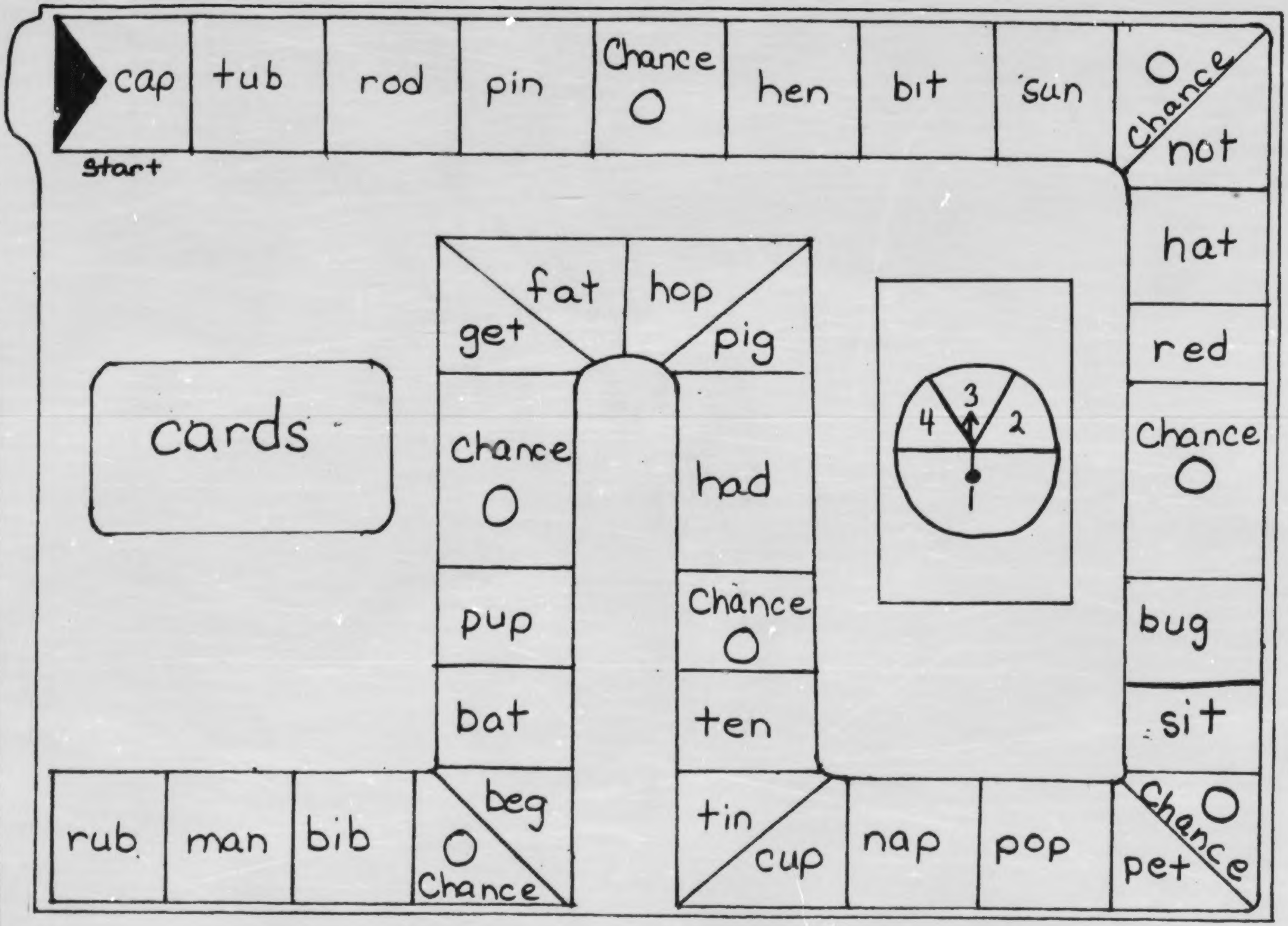
EXAMPLES OF CHANCE CARDS:

Go ahead to the next short u word.
Go back to the last short u word.
Take an extra turn.
Lose a turn.
Go back to the last short a word.
Go back to the last short o word.
Go back to the last word that rhymes with cat.
Go ahead to the next short a word.
Go back to the last Chance space.
Go ahead to the next short i word.

Pattern on back

SPARC*

TITLE: Rub-a-Dub-Dub!


Start
cap
tub
rod
pin
Chance O
hen
bit
sun
O Chance
not
hat
red
Chance O
bug
sit
O Chance
pet
pop
nap
cup
tin
ten
Chance O
had
pig
hop
fat
get
Chance O
pup
bat
beg
O Chance
bib
man
rub
cards
4
3
2
1

TITLE: Leo the Leopard

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Kdgn.

OBJECTIVE: Matching upper & lower case letters

NUMBER OF PLAYERS: Individual or group activity

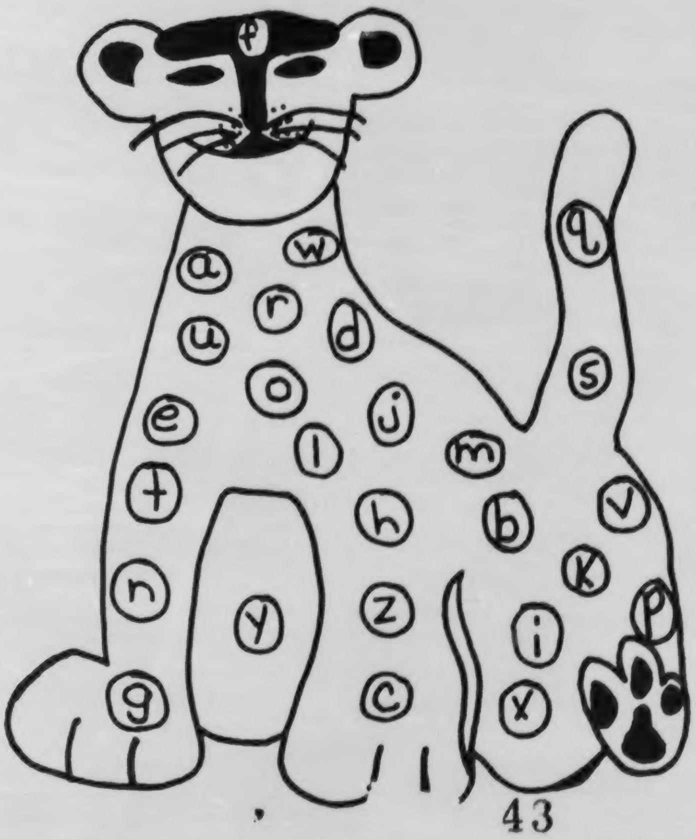
MATERIALS: 14" x 18" piece of posterboard made in leopard pattern
26 - 2" circles

PLAYING DIRECTIONS:

1. Take the game pieces out of the bag.
2. Put Leo in front of you on your desk.
3. Take one circle with the capital letter on it and match it to its lower case circle on Leo.

SUGGESTIONS:

Say the alphabet A to Z
Should have an answer key on back.



TITLE: BINGO

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Kdgn.-Primary

OBJECTIVE: Match upper and lower case letters

NUMBER OF PLAYERS: up to 25

MATERIALS: 25 - 6" x 7' pieces of posterboard
1 - 6" x 9' piece of posterboard
markers

PLAYING DIRECTIONS:

1. Hand out one card to each player.
2. One person or the teacher gets the master card.
3. As the letters are called, place a marker on your card where you see that letter.
4. The first one to have an entire row of letters covered wins.
5. Check your answers with the master card.

SUGGESTIONS:

Include a direction card with the game.
Place different groups of letters on each card.

VARIATIONS:

Letter group Bb, Ss, Tt, Ee, Aa, Ww
Letter group Cc, Jj, Nn, Pp, Kk, Uu, Zz
High frequency words
Letter group Hh, Ll, Rr, Vv, Xx, Yy
Letter group Dd, Ff, Oo, Ii, Gg, Mm

TITLE: Beginning Words Bingo

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Kdgn.-Primary

OBJECTIVE: Learning beginning words

NUMBER OF PLAYERS: 8

MATERIALS: 9 pieces of 8" x 9" posterboard
(1 piece for master sheet)
plastic bag

PLAYING DIRECTIONS:

1. Play the game like the regular game, Bingo.
2. The teacher will have to call the words out from the master sheet.

SUGGESTIONS:

Do not recommend playing black out with this game of bingo.

I	one	zero	on	blue
is	purple	five	go	and
in	three	picture for free square	brown	will
red	six	orange	we	two
she	eight	he	seven	yellow

TITLE: Timmy Turtle

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Kdgn.-Primary

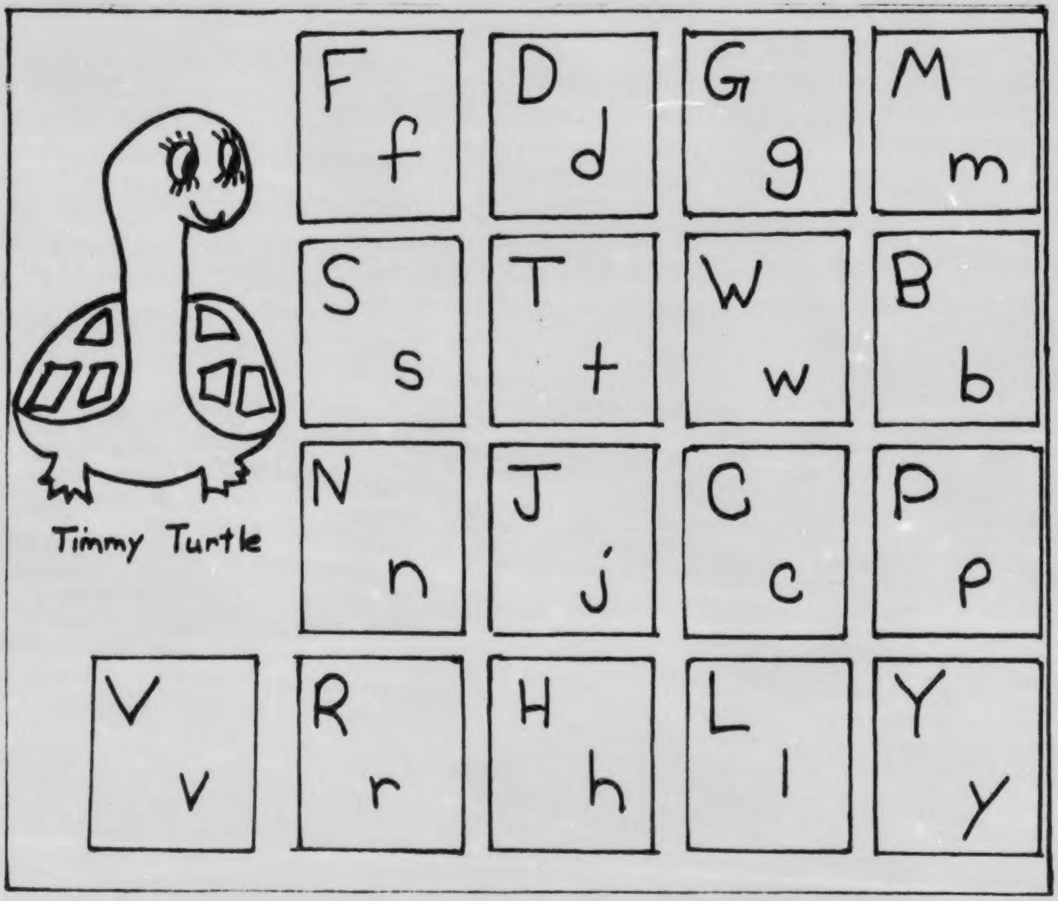
OBJECTIVE: Upper and lower case letters

NUMBER OF PLAYERS: 1 or 2

MATERIALS:
1 - 22" x 28" piece of posterboard
17 library pockets
stickers for decoration
4 picture cards for each alphabet letter

PLAYING DIRECTIONS:

Place picture card in the pocket with a letter that the picture begins with.
Example: Picture card of fish belongs in Ff pocket


Timmy Turtle
F f
D d
G g
M m
S s
T t
W w
B b
N n
J j
C c
P p
V v
R r
H h
L l
Y y

TITLE: Alphabet Sandwich

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Alphabetizing

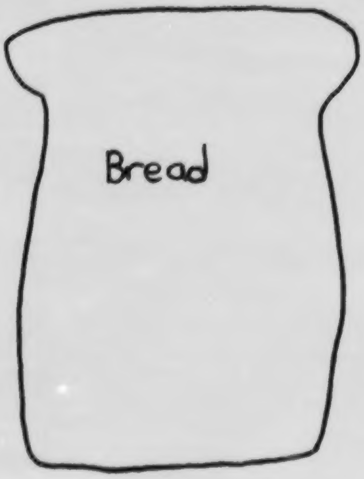
NUMBER OF PLAYERS: 1 or 2

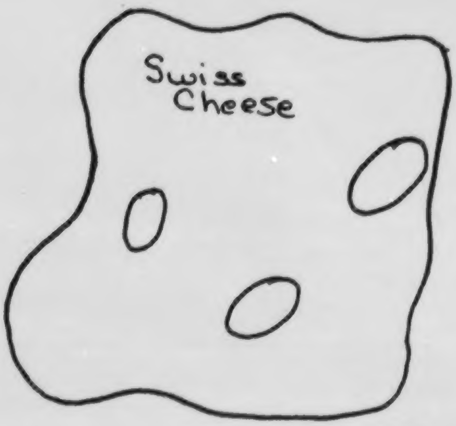
MATERIALS: 2 - 6" x 6½" pieces of brown construction paper
for sandwich
12 - 6" x 6½" pieces of various colored construction paper
Example: green(pickle), yellow(mustard), etc., made
in appropriate food shapes especially the tomato, pickle,
swiss cheese, and ham
black marker

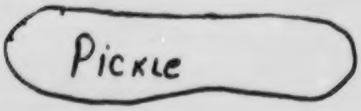
PLAYING DIRECTIONS:

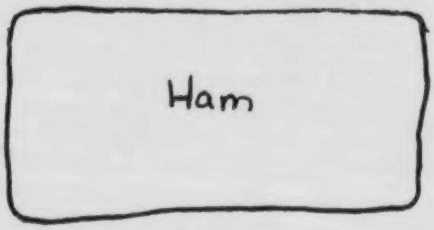
1. Make 1 or 2 sandwiches by placing the foods used in alphabetical order between two slices of bread.
2. List the foods you use.

EXAMPLE:









TITLE: Let's Alphabetize (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Alphabetizing

NUMBER OF PLAYERS: 1

MATERIALS: file folder
small piece of posterboard

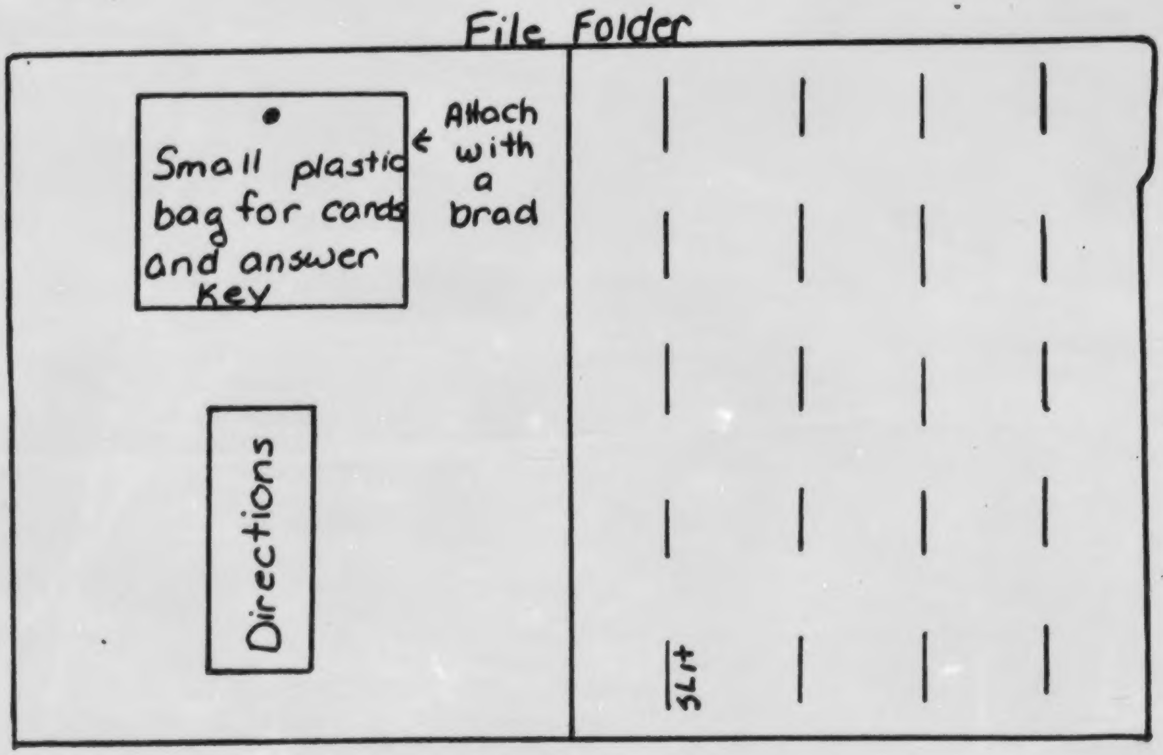
PLAYING DIRECTIONS:

1. Lay cards in front of you on the table.
2. Put the cards in alphabetical order in slots in file folder.
3. Write down these words on a sheet of paper.
4. Check your answers with the answer key.

SUGGESTIONS:

Make slits in folder large enough for cards to fit in.
Make an answer key.

File Folder


Small plastic bag for cards and answer key
Attach with a brad
Directions
Slit

TITLE: The Magic Picture Show (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Alphabetizing

NUMBER OF PLAYERS: 1

MATERIALS:
file folder
plastic bag
picture
1 piece of felt

PLAYING DIRECTIONS:

1. Open the folder. Place all of the strips in front of you with the word side up.
2. Put the words in alphabetical order on the right side of the folder.
3. When all of the strips are in order, close the folder as follows:
    a. Fold the felt side onto your words.
    b. Slide one hand under folder. Put your other hand on top of it.
    c. Carefully flip the folder over so that the back is up.
4. Open the back of the folder. If your answers are correct, you will see a picture.

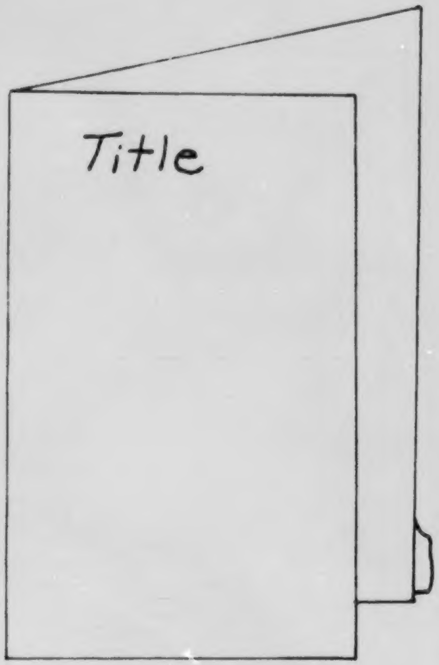
SUGGESTIONS:

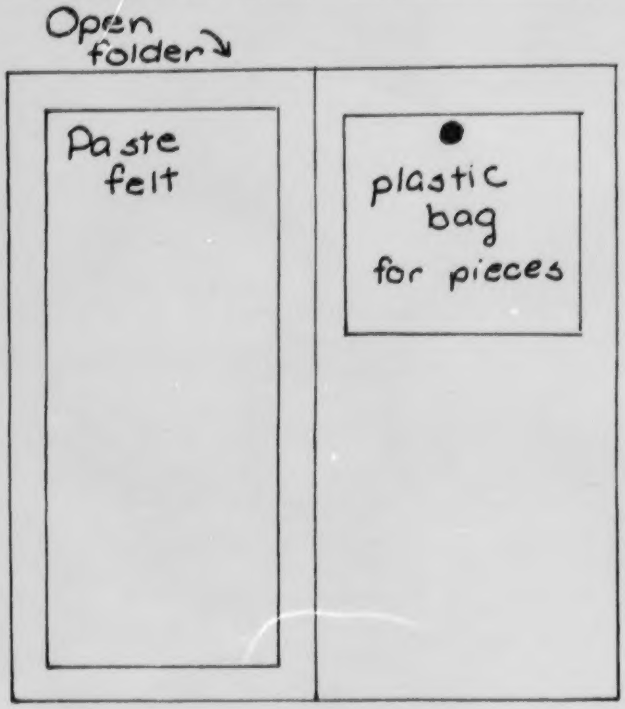
Use a picture pertaining to game on front.
Put title on front.

Pattern on back

TITLE: The Magic Picture Show (File Folder Center) Cont.

SPARC*




Open folder
Paste felt
plastic bag for pieces

On the reverse side of the word strips mount a picture. Then cut word strips apart.

animal
book
cat
dog
eye
fish
fun
girl
hat
is
jump
keen
look

TITLE: Animal Hunt (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Alphabet Sequencing

NUMBER OF PLAYERS:

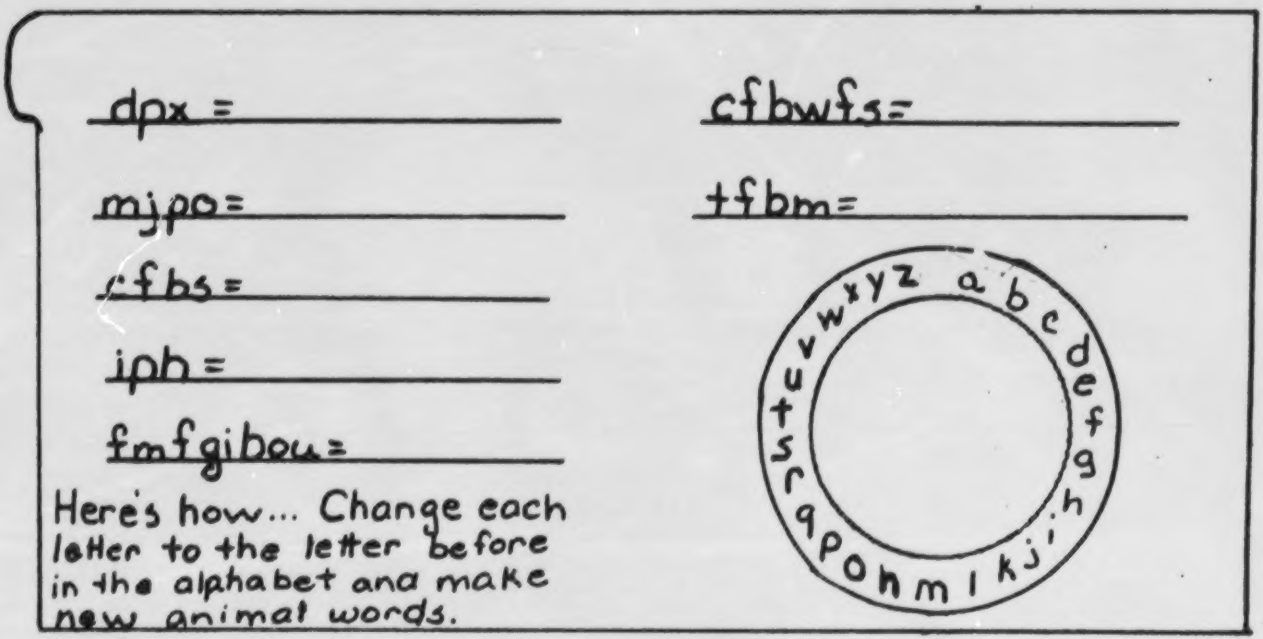
MATERIALS: file folder

PLAYING DIRECTIONS:

Change each letter to the letter before in the alphabet and make new animal words. Example dpx = cow

SUGGESTIONS:

Include a circular list of the alphabet letters in the file folder and an answer key on the back.



dpx = ____________

cfbwfs= ____________

mjpo= ____________

tfbm= ____________

cfbs= ____________

iph= ____________

fmfgibou= ____________

Here's how... Change each letter to the letter before in the alphabet and make new animal words.

a b c d e f g h i j k l m n o p q r s t u v w x y z

TITLE: Digraph Lotto

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Learning digraphs

NUMBER OF PLAYERS: 3 or 4

MATERIALS: Enough markers to cover all words on cards
9 pieces of 8" x 10" posterboard cards
Plastic bag
Large 10" x 12" clasp envelope

PLAYING DIRECTIONS:

1. Pass out cards to three children, one child (or teacher) may act as caller.
2. Players cover word on their cards with a marker.
3. Three in a row across wins.

SUGGESTIONS:

Cards are made just like bingo cards. Put a different word in each square. Put playing directions on outside of clasp envelope with game inside.
Make an answer key.
Cards can be made to have 12 words each.

TITLE: Dippy Diagraph

SPARC*

SUBJECT AREA: Language arts

GRADE LEVEL: Primary

OBJECTIVE: Learning diagraphs

NUMBER OF PLAYERS: 2

MATERIALS: file folder - Divide into 1" squares for gameboard from start to finish. Number squares and in each, write a word containing one of the 5 diagraphs.
spinner - 4" circle - divide into 5 sections. Glue picture in each section of an object whose name contains a diagraph. Use all 5 diagraphs on the spinner. (diagraphs: th, sh, ch, wh, ph.)
2 markers

PLAYING DIRECTIONS:

1. Spin the spinner, and move to the first word that contains that diagraph.
2. If you make a mistake, stay where you are until your next turn.
3. Say the word if you can.
4. Move on around the board.
5. The first one to cross the FINISH line is the winner.

SUGGESTIONS:

Spinner can be drawn directly on the gameboard.

TITLE: Say or Pay

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Learning blends and digraphs

NUMBER OF PLAYERS: 2

MATERIALS: 3 - 9" x 12" pieces of posterboard
2 - game markers
20 - 2" x 2" pieces of posterboard
(2 sets of 10 in different color)

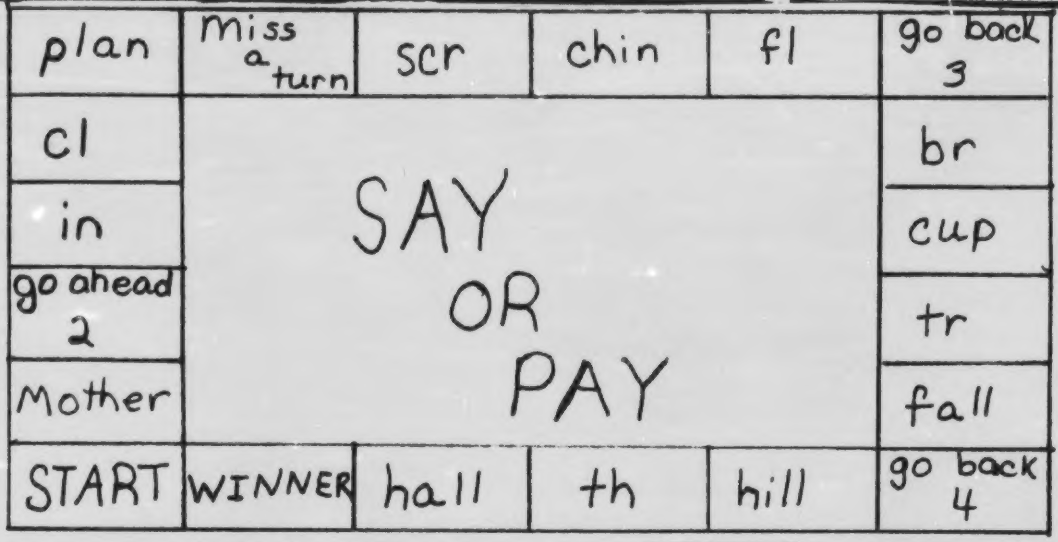
PLAYING DIRECTIONS:

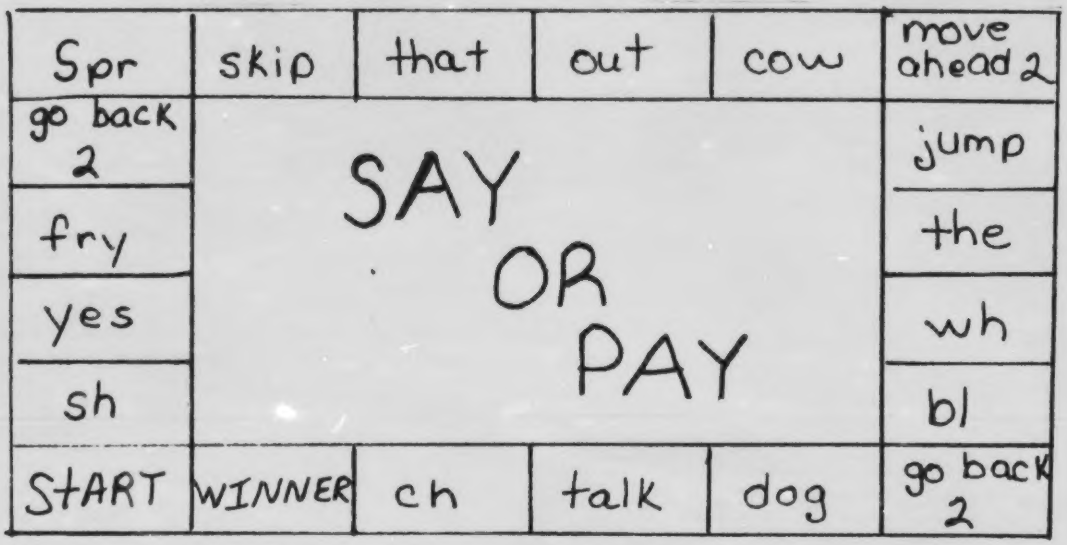
1. Take out one gameboard. Number cards should be mixed and stacked face down.
2. Place your marker on START. Pick up a number card and move as many spaces as it says. If you land on a word, you must say it correctly to stay on space. If you answer incorrectly go back to where you started your move.
3. If you land on a blend or digraph you must say the sound the letter makes and then say a word that begins with those letters.
4. Place the number tags face down in the center of the gameboard.
5. Your friend should listen as you say the words. If you make a mistake, you must either lose a turn or return to START.
6. You must follow all other directions on the playing board if you land on them. The first one around the game board is the winner.

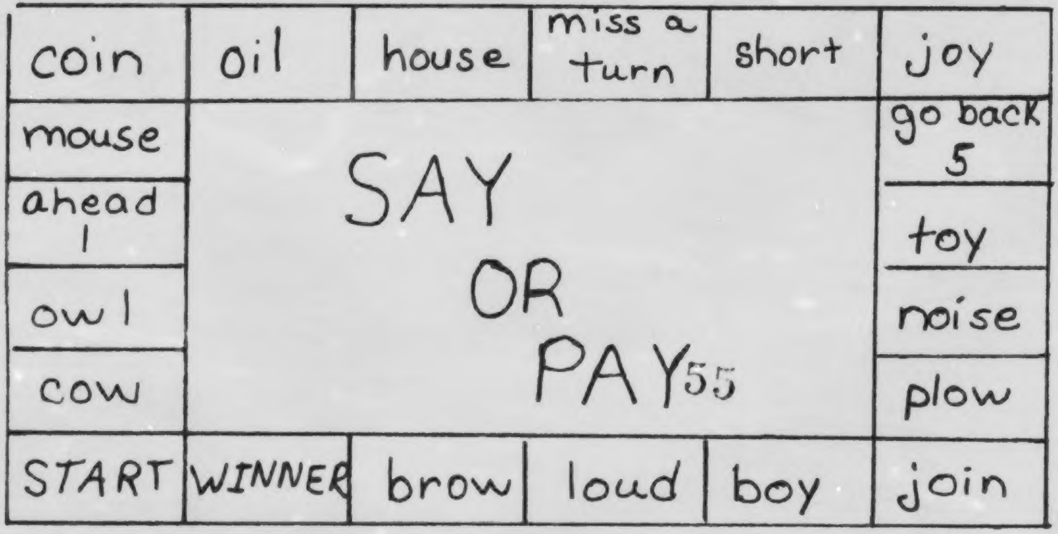
SUGGESTIONS:

The 2" x 2" pieces of posterboard are the number tags. 10 of them have the number 1 on them and 10 of them have the number 2.

Pattern on back


plan
miss a turn
scr
chin
fl
go back 3
cl
br
in
cup
go ahead 2
tr
Mother
fall
SAY OR PAY
START
WINNER
hall
th
hill
go back 4


Spr
skip
that
out
cow
move ahead 2
go back 2
jump
fry
the
yes
wh
sh
bl
SAY OR PAY
START
WINNER
ch
talk
dog
go back 2


coin
oil
house
miss a turn
short
joy
mouse
go back 5
ahead 1
toy
owl
noise
cow
plow
SAY OR PAY
START
WINNER
brow
loud
boy
join

TITLE: Parrot Puzzle (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Beginning blends

NUMBER OF PLAYERS: 1

MATERIALS: 1 - file folder
1 - felt
1 - picture 8" x 10"
oaktag
small pictures

PLAYING DIRECTIONS:

1. Open the folder. Place all of the squares in front of you with the picture side up.
2. Choose a picture, say the name of the picture. Place it on the square that has the letters that the name of the picture begins with.
3. When all of the squares are in order, close the folder as follows:
   a. Fold the felt side onto your picture.
   b. Slide one hand under the folder. Put your other hand on top of it.
   c. Carefully flip the folder over so that the back is up.
4. Open the back of the folder. If your answers are correct, you will see a picture.

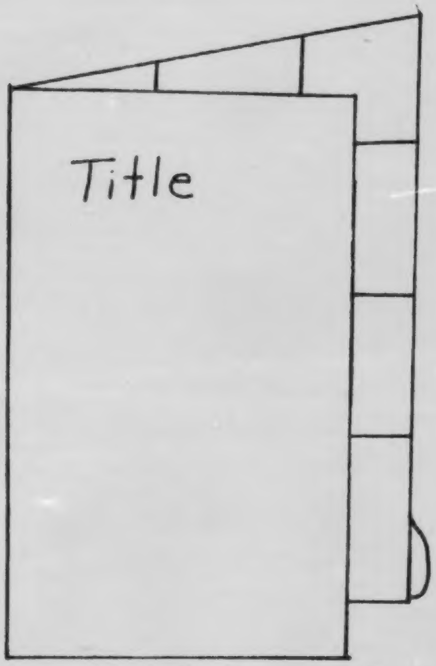
Assembly Instructions:

1. Divide a piece of 8½" x 11" oaktag into equal areas (do not cut).
2. Paste a picture in each of the areas (see example).
3. On the reverse side of the oaktag mount a 8½" x 11" picture.
4. Cut the oaktag into equal parts to make word cards.
5. Working with the folder opened in front of you divide (do not cut) the right side into squares identical to those of the 8½" x 11" oaktag.
6. In each of the separate areas write a digraph on the corresponding area of the 8½" x 11" oaktag (see example).
7. On the left side of the file folder mount a piece of felt.

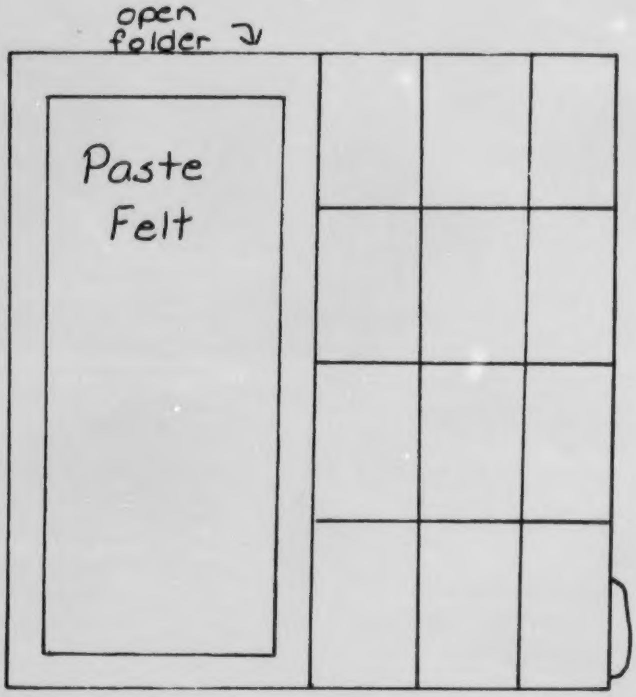
Pattern on back

TITLE: Parrot Puzzle (cont.) (File Folder Center)

SPARC*



↰ front of folder



(example made with Antonyms)

Right side of folder

hot	big	old
day	push	black
down	cry	yes
over	buy	first

oaktag word cards

cold	little	young
night	pull	white
up	laugh	no
under	sell	last

paste picture on back

TITLE: Worms and Pears Blends (sp, st, sl, sn)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Learning Blends

NUMBER OF PLAYERS: 2 or 3

MATERIALS: 1 - 11" x 14" piece of posterboard or oaktag

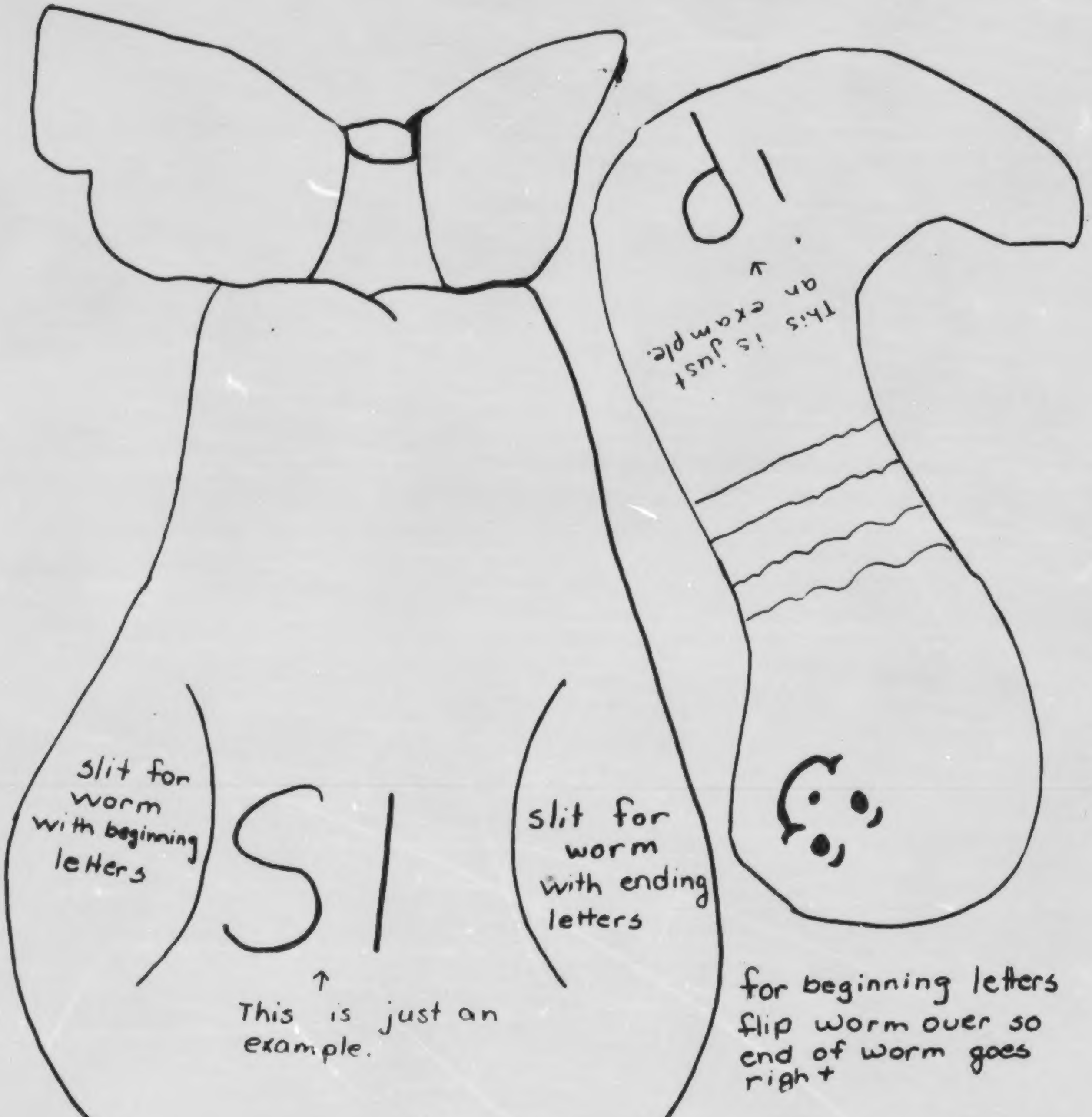
PLAYING DIRECTIONS:

1. Place the pears with the blends on it in a row.
2. Take a worm with a word ending and make a word by putting the worm into the slot on the correct pear.
3. Check your words with the list on the back of this card.

SUGGESTIONS:

Make slots a little bigger for the students to see the word together more.

Pattern on back


slit for worm with beginning letters
Sl
↑
This is just an example.
slit for worm with ending letters
ip
↑
This is just an example.

for beginning letters flip worm over so end of worm goes right

TITLE: Match Patch

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Matching beginning sounds

NUMBER OF PLAYERS; 1

MATERIALS:
yarn
pictures
4 - 11" x 14" pieces of posterboard

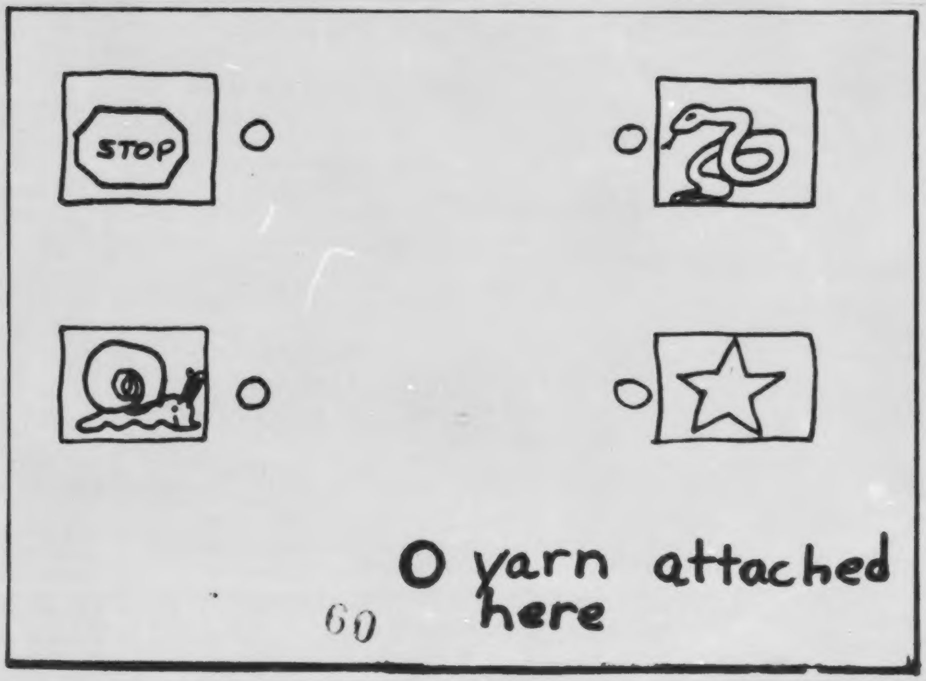
PLAYING DIRECTIONS:

1. Take one card with the yarn attached out of the bag.
2. Match the pictures on the left with the pictures on the right by connecting the pictures with the yarn.
3. The matching pictures will begin with the same sound. Example: STOP - STAR
4. Do the rest of the card the same way.
5. Turn the card over when you are done. Check to see if your answers are right by making sure the yarn has been put in holes of the same color.

SUGGESTIONS:

Color code the game to make it self-checking.
Have students spell the words.

EXAMPLE:



TITLE: Matching Pictures & Letters Digraphs and Consonants	**SPARC***
SUBJECT AREA: Language Arts	**GRADE LEVEL:** Primary
OBJECTIVE: Beginning digraphs and consonants	**NUMBER OF PLAYERS:** 1 or 2

MATERIALS: 1 - 6"x10" piece of posterboard for each lettercard and picture card
Pictures

PLAYING DIRECTIONS:

1. Place the letter cards in a row on the table.
2. Find a picture card that begins with the sound that the letter card make.
3. Place the card in the slot.
4. There will be at least three picture cards for each sound.

SUGGESTIONS:

Make sure that slot on picture card fits into the card with the correct letter it matches.

Supply answer sheet

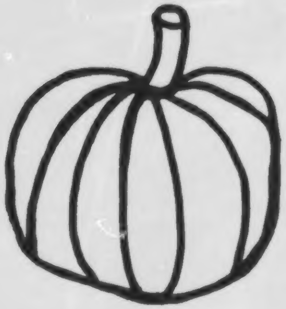
Pattern on back

SPARC*

TITLE: Matching Pictures & Letters
Digraphs and Consonants (cont.)

slit for picture card

P



TITLE: Trim the Tree (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Learning blends

NUMBER OF PLAYERS: 1 or 2

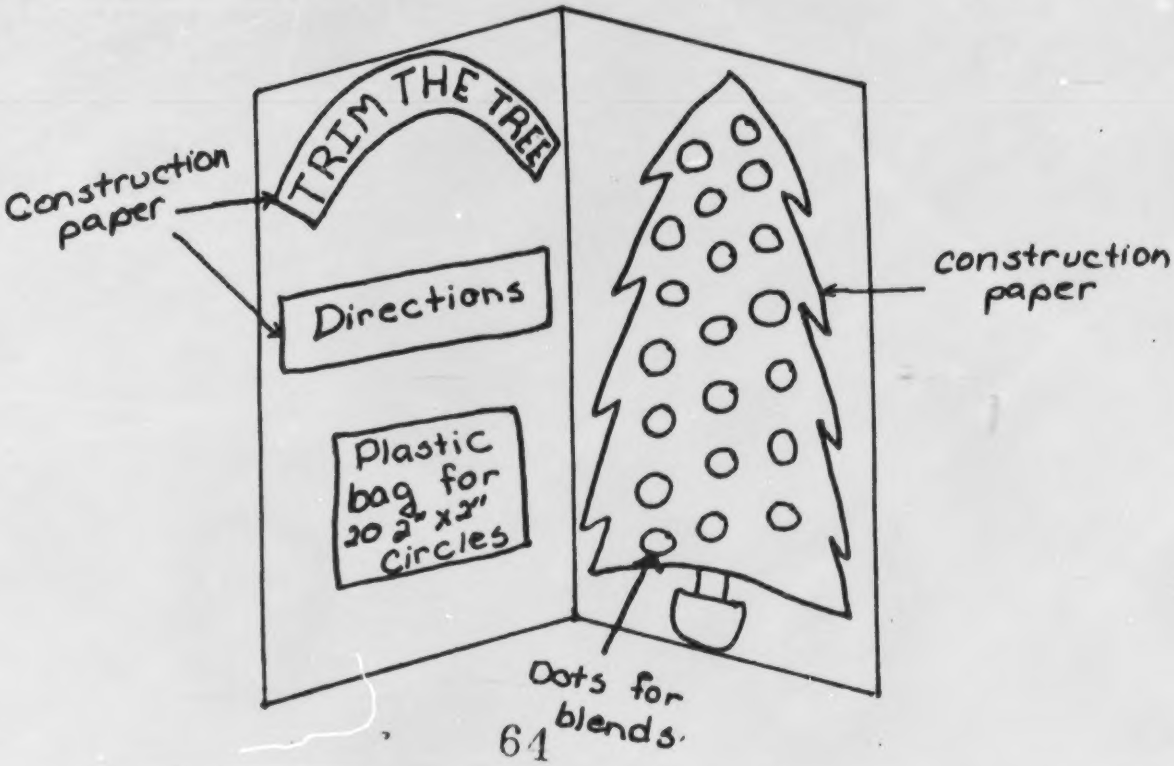
MATERIALS:
file folder
construction paper to make tree, decorations & directions
plastic bag
20 - 2" x 2" circles for pictures
20 - stick on dots for blends on tree

PLAYING DIRECTIONS:

1. Take a circle - look at the picture
2, Say the word.
3. Find the dot on the tree showing correct beginning letters.

SUGGESTIONS:

Use a picture pertaining to game on front.
Put title on front.
Make an answer key.
Make sure dots on tree are far enough apart for 2" circles.


TRIM THE TREE
Construction paper
Directions
Plastic bag for 20 2" x 2" circles
construction paper
Dots for blends.

TITLE: Spell It (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

OBJECTIVE: Blends - spelling words

NUMBER OF PLAYERS: 2

MATERIALS:
file folder
9 cards
2 game markers
die
pictures

PLAYING DIRECTIONS:

Roll the die. Move your marker that number of spaces and write down the word for that picture. If you land on a Chance space, or if you land on a space which begins with an SC or SK blend, take a Chance card. Slip Chance card to bottom of stack when you have followed directions. Check your list with the answer key after you have finished the game. The one who finishes first with fewest spelling mistakes wins.

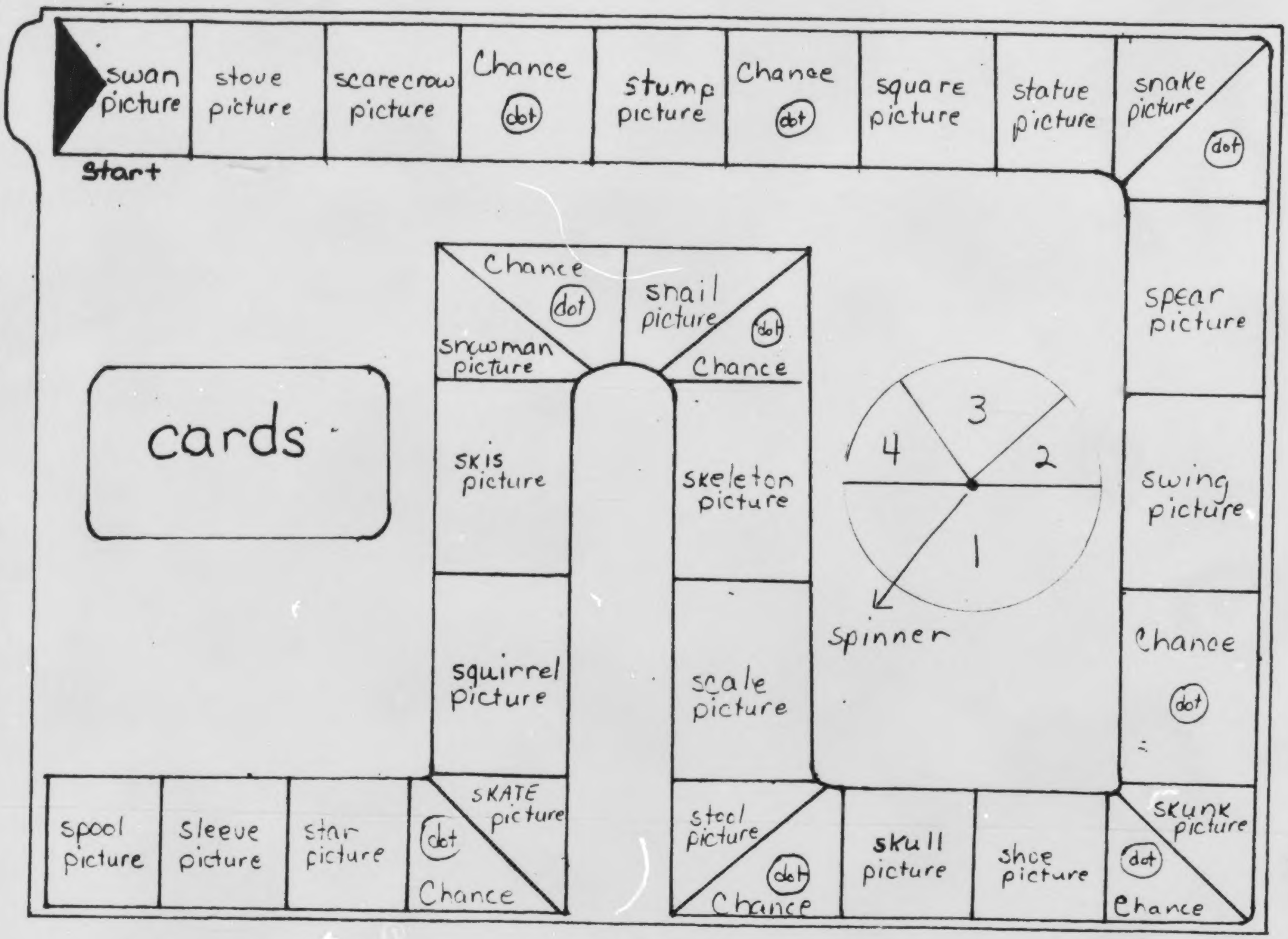
SUGGESTIONS:

Put answer key on back of folder.

CHANCE CARD EXAMPLES:

Move ahead to the next three-letter S blend word.
Move to the nearest (forward or backward) ST word.
Lose a turn.
Take an extra turn.
Spell your teacher's name.
Move to the nearest (forward or backward) one syllable long vowel word.
Move back to the last word that begins with SK.
Trade places with the other player.
Go back to the last Chance space.

Pattern on back


swan picture
Start
stove picture
scarecrow picture
Chance dot
stump picture
Chance dot
square picture
statue picture
snake picture dot
spear picture
swing picture
Chance dot
skunk picture dot Chance
shoe picture
skull picture
steel picture dot Chance
scale picture
skeleton picture
snail picture dot Chance
Chance dot snowman picture
skis picture
squirrel picture
SKATE picture dot Chance
star picture
sleeve picture
spool picture
cards
3
4
2
1
spinner

TITLE: Spin and Say

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Upper Primary

OBJECTIVE: Ending blends

NUMBER OF PLAYERS: 1 or 2

MATERIALS:

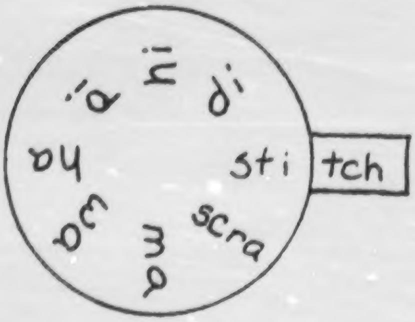
4 - 6" cardboard discs
4 brads
4- 5" x 2" posterboard squares

PLAYING DIRECTIONS:

1. Players take turns saying each word correctly in a sentence as they turn the wheel.
2. Score one point for each correct response.

SUGGESTIONS:

Turn discs and squares over and add more combinations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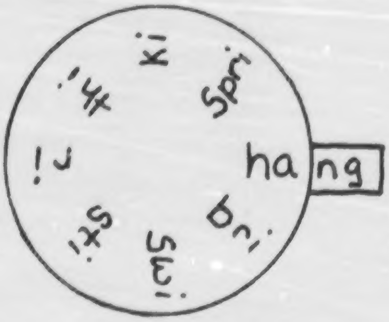
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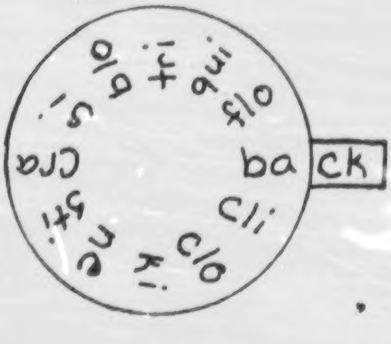
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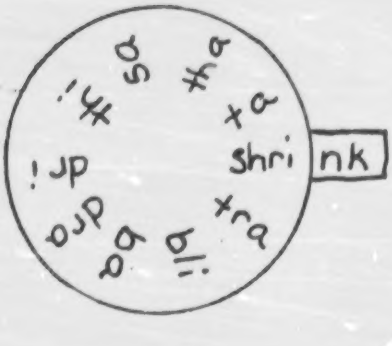
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TITLE: Be a Story Architect

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

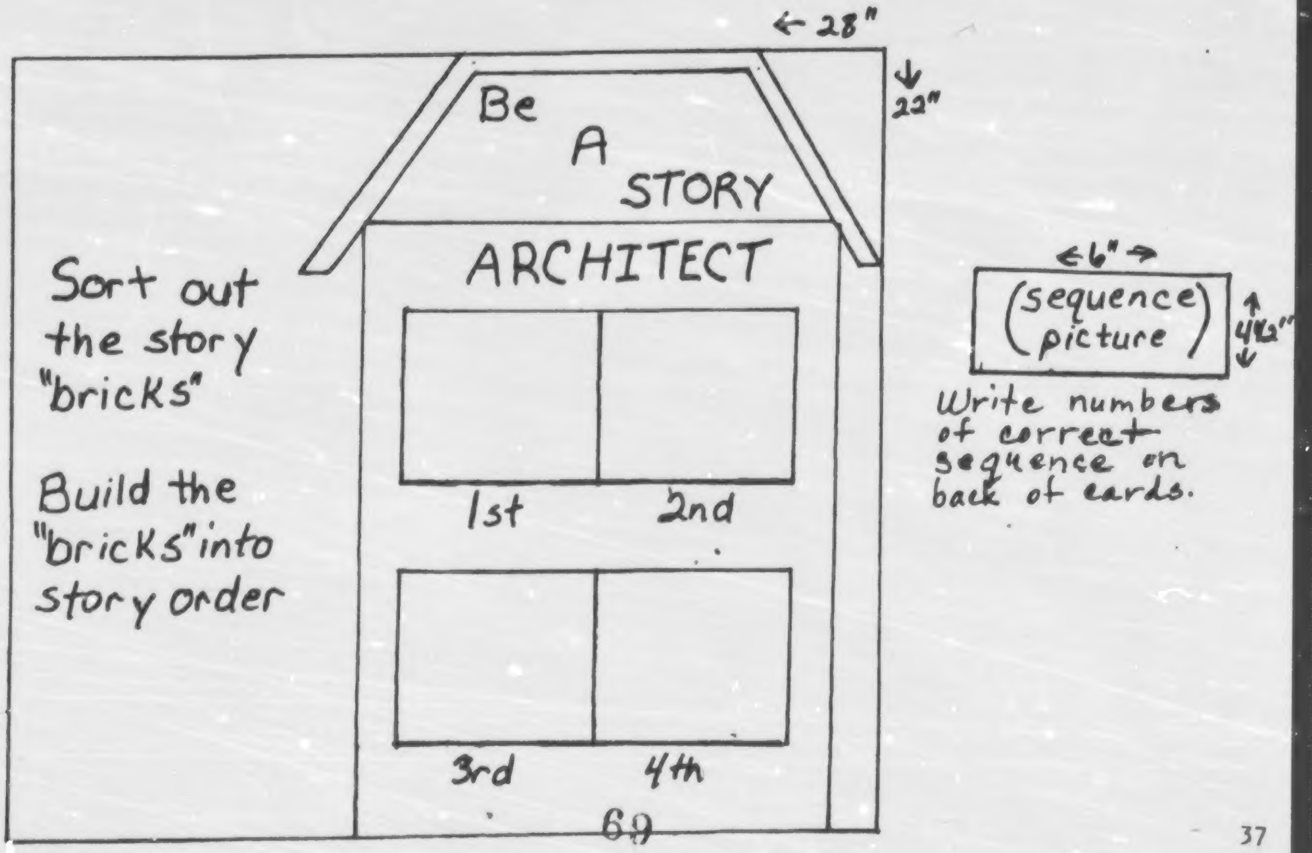
OBJECTIVE: Sequencing pictures

NUMBER OF PLAYERS: Individual or group activity

MATERIALS: 1 - 22" x 28" piece of posterboard
posterboard for sequence cards (4 cards to a sequence-the same color for each sequence)
plastic bag
1 brad to attach plastic bag with
sequence pictures

PLAYING DIRECTIONS:

1. Take four picture cards the same color out of the bag.
2. Choose the picture that you think happens first. Put it on the box on the house that says 1st.
3. Do the same with the picture that happens 2nd, 3rd, and 4th.
4. Check to see if you have the correct order by looking at the numbers on the back of the card.


← 28"
↓ 22"
Be A STORY ARCHITECT
Sort out the story "bricks"
Build the "bricks" into story order
1st
2nd
3rd
4th
←6"→
(sequence picture)
4½"
Write numbers of correct sequence on back of cards.

TITLE: What's My Name?

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

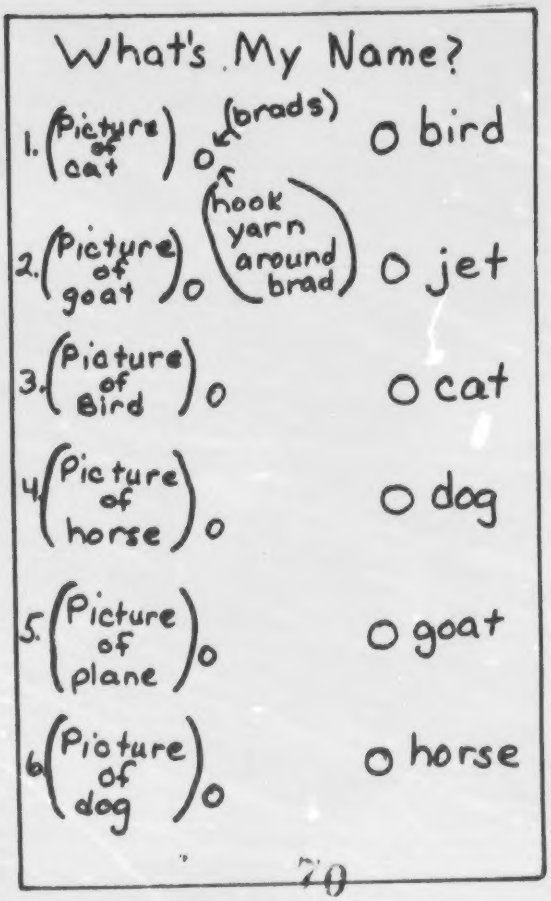
OBJECTIVE: Match pictures to words

NUMBER OF PLAYERS: 1

MATERIALS:
6 pieces of yarn
6 brads
6 pictures
1 piece of posterboard

PLAYING DIRECTIONS:

1. Match the picture to the word you think is correct.
2. Push the yarn through the hole that you think goes with the picture.
3. To check: see if the number by the picture matches the number by the hole.


What's My Name?
1. (Picture of cat) o
(brads)
hook yarn around brad
2. (Picture of goat) o
3. (Picture of Bird) o
4. (Picture of horse) o
5. (Picture of plane) o
6 (Picture of dog) o
o bird
o jet
o cat
o dog
o goat
o horse

TITLE: Rebus Sentence Strips

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Reading simple sentences

NUMBER OF PLAYERS: 1 or more

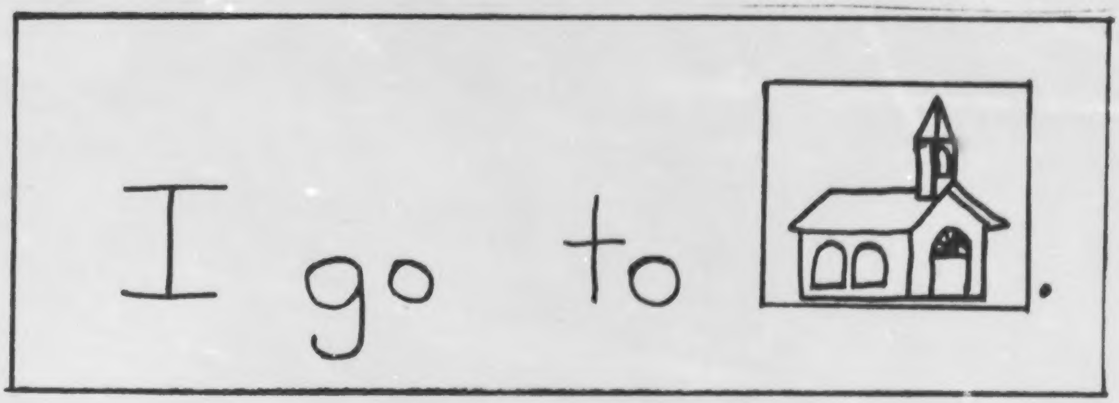
MATERIALS: 30 pieces of 3" x 12" posterboard
pictures

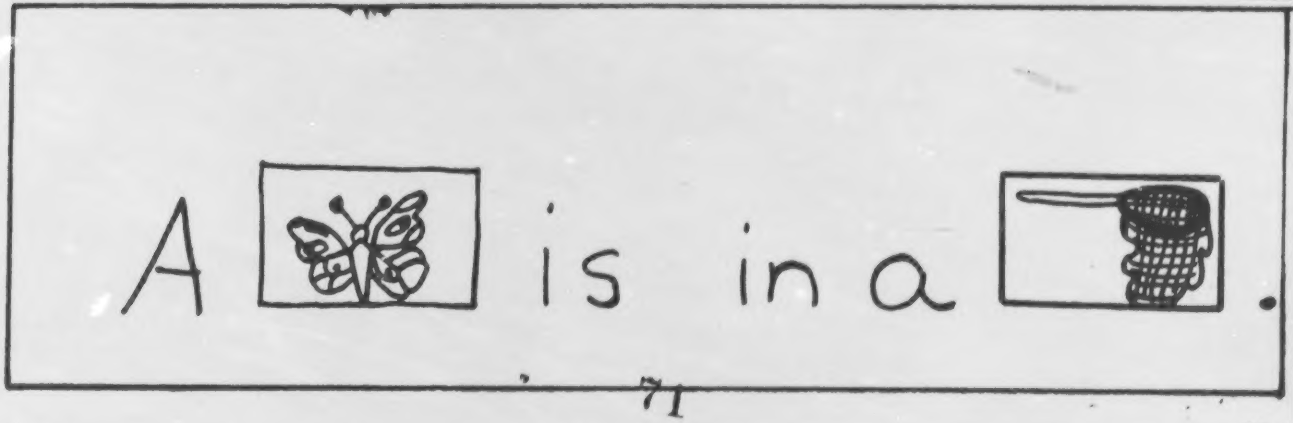
PLAYING DIRECTIONS:

1. Hold up sentence strip.
2. Have student read sentence.

SUGGESTIONS:

Use simple sentences and pictures (possibly from the workbooks) so students can identify the sentences.





TITLE: Silly Sentences	**SPARC***
SUBJECT AREA: Language arts	**GRADE LEVEL:** Primary/Intermediate
OBJECTIVE: Learning alliteration	**NUMBER OF PLAYERS:** 1

MATERIALS: file folder- on inside print word pairs beginning with same letters such as: Wiley Wolf, Tall Tessie, frilly ferns, pretty pearl, etc.

PLAYING DIRECTIONS:

Alliteration is the repetition of initial sounds in a sentence. Write some sentences and begin most words with the same sound. You may finish the ones started here or make up your own. Example: Little Lillian liked licking licorice lollipops.

TITLE: Puzzle Strips

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Making complete sentences

NUMBER OF PLAYERS: 1

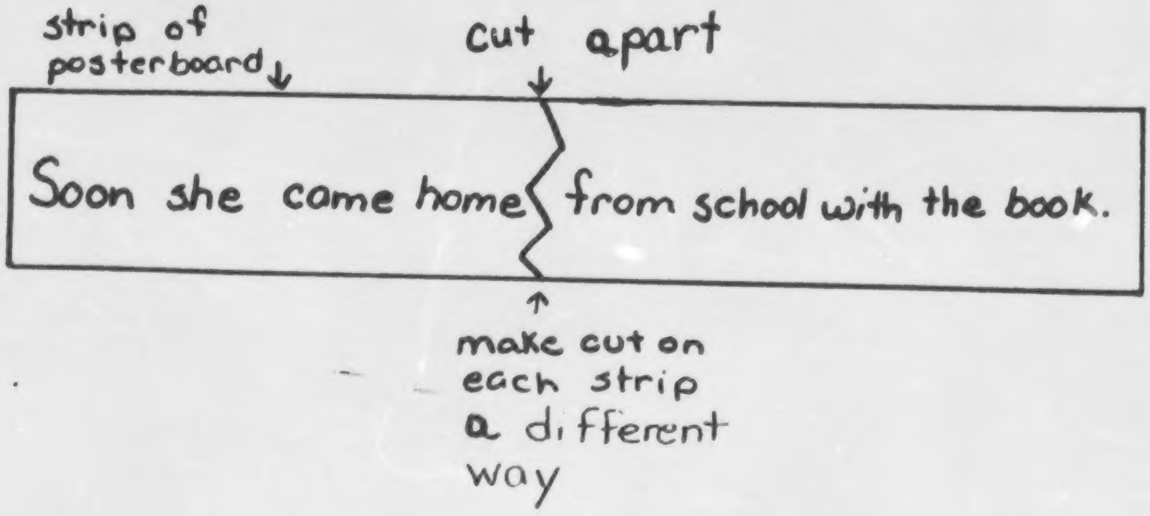
MATERIALS: 1 - 2" x 14" piece of posterboard for each sentence

PLAYING DIRECTIONS:

1. Place the puzzle strips face up on your desk.
2. Select one strip. Read that part of the sentence. Find another strip that best completes the sentence.
3. If you are correct the puzzle pieces should fit together.

SUGGESTIONS:

Make a 4" x 6" card for game directions.


strip of posterboard
cut apart
Soon she came home
from school with the book.
make cut on each strip a different way

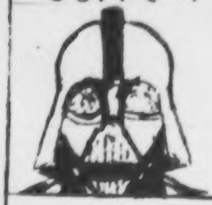
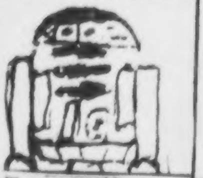
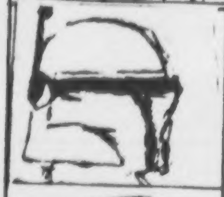
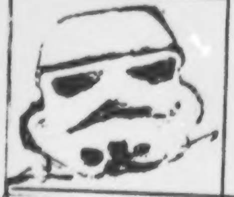
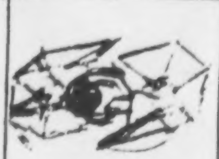
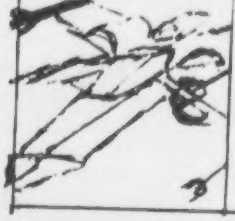
TITLE: Empire Cap. Strikes	**SPARC***
SUBJECT AREA: Language Arts	**GRADE LEVEL:** Intermediate
OBJECTIVE: Capitalization	**NUMBER OF PLAYERS:** 1

MATERIALS: file folder
worksheets
bar graph

PLAYING DIRECTIONS: Select worksheet
Follow directions on the sheet
Work carefully
Record correct responses on bar graph

sample worksheets follow

Empire Cap. Strikes

Number→ Correct	1	2	3	4	5	6	7	8	9	10
										
										
										
										
										
										

Darth Vader

EMPIRE CAP. STRIKES

The first word in a sentence begins with a capital letter.

H
Example: he worked at the store.

1. my friends and I visited a hors show yesterday.

2. all the horses ran around the track.

3. they jumped over barrels.

4. some horses kept time to the music.

5. men rode on them and did tricks.

6. there were ladies who rode bareback.

7. i enjoyed the show.

8. a small boy won a prize with his pony.

9. my favorite horse won a blue ribbon.

10. did you ever go to a horse show?

R2D2

EMPIRE CAP. STRIKES

Names of people and places begin with a capital letter. Titles before people's names also begin with a capital letter.

M J W S D
Example: mr. john w. smith lives in detroit.

1. I live in kansas.

2. mrs. brown teaches our class.

3. john went to dallas, texas and got a job.

4. disneyland is in california.

5. I like to hear elvis presley sing.

6. bob has a dog named rover.

7. They sailed down the mississippi river to new orleans.

8. did you know harry jones works at the 1st national bank.

9. let's take a trip to colorado.

10. debbie, susie, and pat will sing at kemper arena.

Boba fett

EMPIRE CAP. STRIKES

Names of days, months, and holidays begin with a capital letter.

M D S M
Example: mother's day is the first sunday in may.

1. valentine's day is february 14.

2. We go for a ride in the country on sunday.

3. Is memorial day on friday this year?

4. Joey's birthday is october 17.

5. Danny wants a wagon for christmas.

6. School will begin september 2, the day after labor day.

7. We had turkey for thanksgiving dinner.

8. Today is june 25, 1980.

9. Can you come over to my house next saturday.

10. halloween is on friday, october 31.

Storm Trooper

EMPIRE CAP. STRIKES

A direct quotation begins with a capital letter.

M W
Example: Bob said "may I go to the show?" "what time is it?" asked Sally.

1. "come over to my house," said Sue.

2. Hank said, "there are twenty of them here."

3. The girls screamed, "let's go."

4. Mary asked, "do you know where Tom is?"

5. "no, I don't," answered John.

6. "who knows where the books are?" asked mother.

7. "come on," said Jane "let's go to my house."

8. Tom called, "here, rover!"

9. "do you like ice cream?" asked Bill.

10. Bill ansered, "yes, I like vanila ice cream."

Tie Fighter

EMPIRE CAP. STRIKES

Capitalization - Buildings and Organizations

G T G C L H S

Example: The green thumb garden club meets at lancashire high school.

Underline each word that should begin with a capital letter. Place the capital letter above the underlined word.

1. It stands between smith jr high and mick's restaurant.

2. st paul's church is the oldest building in the city.

3. After the game, we went to mike's hot dog stand.

4. Barbara is a member of the blue bird swim club.

5. Her first affice was in the jones building.

6. Now she has a job at the state capital.

7. We often go to the pine valley athletic club.

8. Danna Brown attended carter university law school.

9. Her first job was at the third national bank.

10. Crowds gather to watch the pacific wildcats play baseball in the park.

X-Wing Fighter

EMPIRE CAP. STRIKES

Capitalization - Titles

The first word of every important word in the title of a book, magazine, play, story, poem, or article begin with a capital letter. (The words a and an unless they stand first in the title).

1. A new magazine called boogie beat, has interesting articles about music.

2. Laura Ingalls Wilder wrote little house on the prairie.

3. Did you read little women by Louisa May Alcot.

4. Did you see john trivolta in grease?

5. The scariest story I have ever read is the hand in the box.

6. do you have the latest issue of readers digest.

7. My funniest story book as a child was the pokey litte puppy.

8. Do not be affraid to use the websters dictionary.

9. I just bought the book the night before christmas.

10. Have you read the poem moped by David McCord.

TITLE: Clown Match

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary (Intermediate)

OBJECTIVE: Learn word families or rhyming words, final consonants, initial consonants

NUMBER OF PLAYERS: 1 or 2

MATERIALS: 6" x 10" posterboard
plastic bag

PLAYING DIRECTIONS:

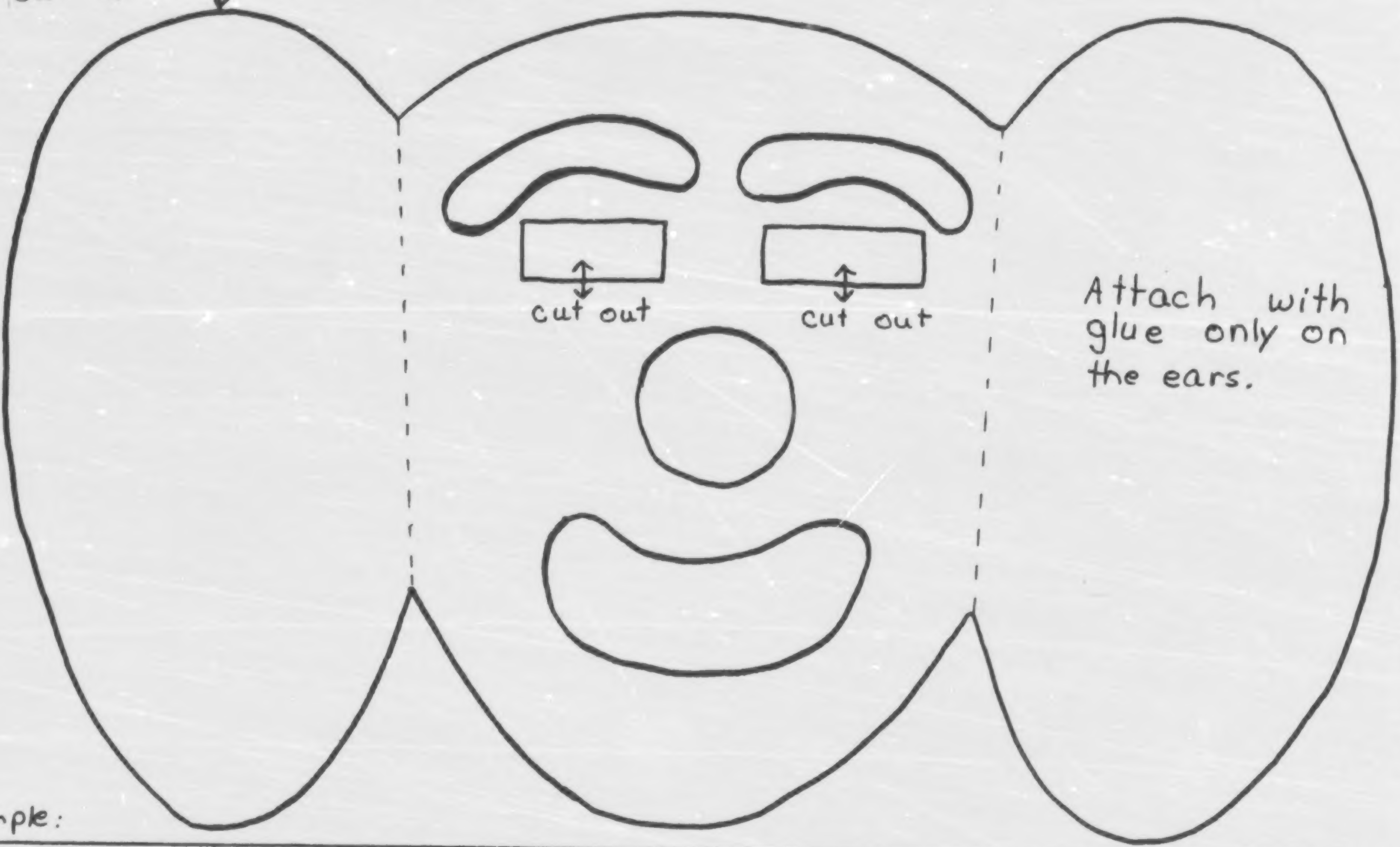
1. Take the clown head out of the bag and place the strips down through the head. You should see the words in his eyes.
2. Match the words that rhyme. On the top of each strip is written the skill of the game. Be sure you have two strips with the same skill on the back.
3. Find one word on the first strip. Move the other strip until you find the word that matches.
4. Have someone watch as you do it. Say the two words.

VARIATIONS:

Make it intermediate by using antonyms, homonyms, synonyms and even the four math operations could be useo.

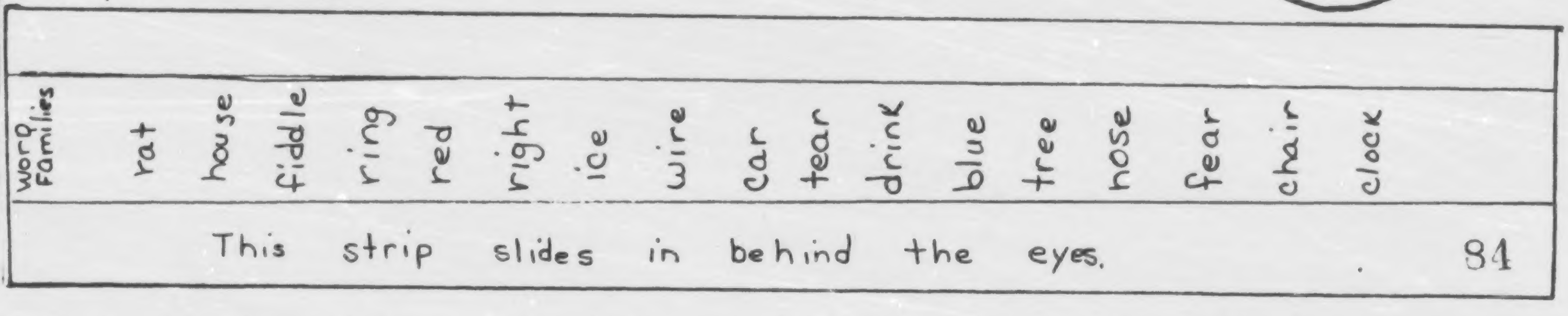
Pattern on back

CUT 2 of these - CUT THE Face in Just one


cut out
cut out

Attach with glue only on the ears.

Example:


word Families
rat
house
fiddle
ring
red
right
ice
wire
car
tear
drink
blue
tree
hose
fear
chair
clock

This strip slides in behind the eyes.

TITLE: Star Wars

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Rhyming words

NUMBER OF PLAYERS: 2 or 3

MATERIALS: 5 - 12" x 12" pieces of posterboard

PLAYING DIRECTIONS:

1. Take the pieces out of the bag.
2. There are nine pentagons. Hand out equal number to each player.
3. Stack the star points face down in the center of your table.
4. Each player takes turn picking a point from the stack. If you can use the point to make a rhyming word with your pentagon, put it down as a point for your star. If you cannot use the star point, put it on the bottom of the stack.
5. The first player to complete his star correctly wins!

VARIATIONS:

Each player can have more than one pentagon.

EXAMPLES OF PENTAGONS:

tin
cap
rub
dog
get

EXAMPLES OF STAR POINTS:

fog
dub
log
jet
met
din
bog
pin
sub
win

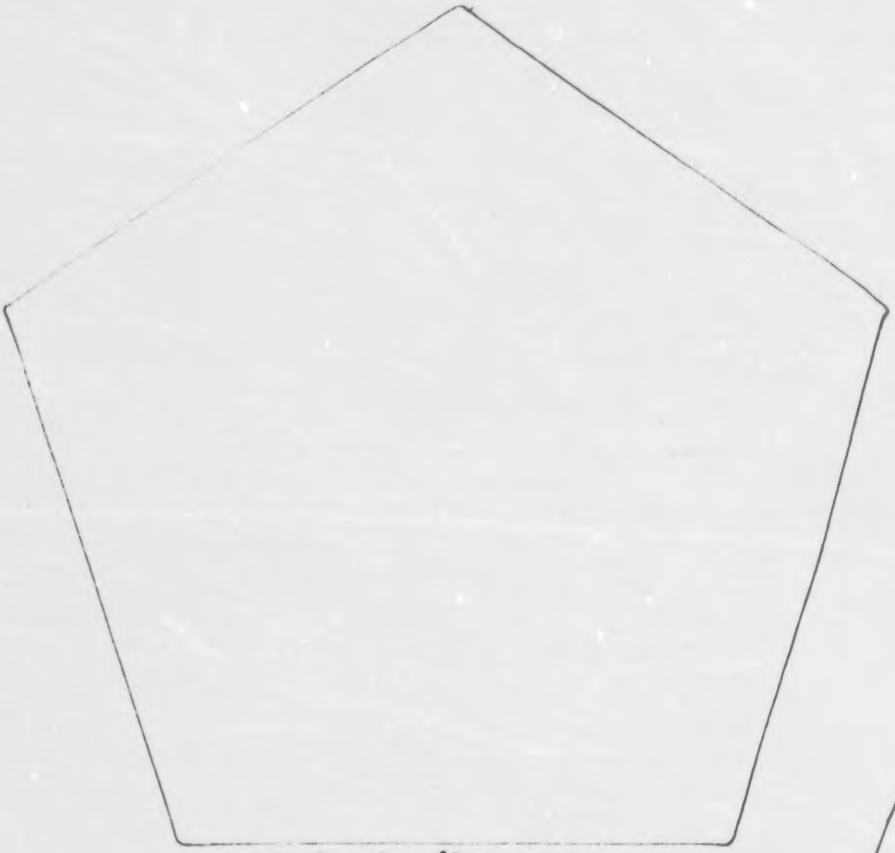
tap
hog
jog
tub
set
sap
bip
cub
fin
hub

nap
pet
map
lap
wet

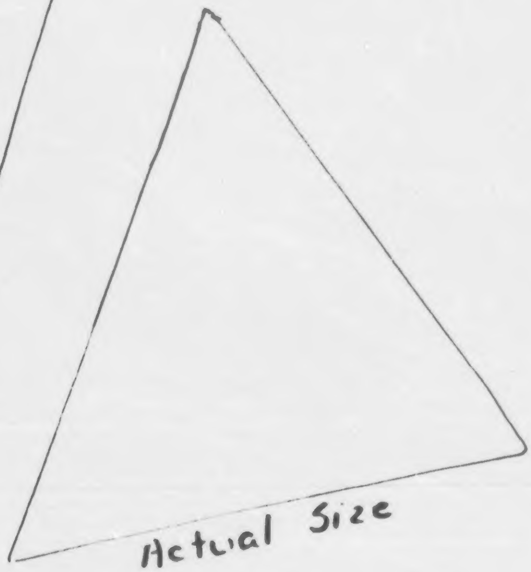
Pattern on back

TITLE: Pattern for Star Wars
Suffixes
Prefixes
Rhyming

SPARC*



Actual Size



Actual Size

TITLE: Mrs. No-Rhyme

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Learn rhyming words

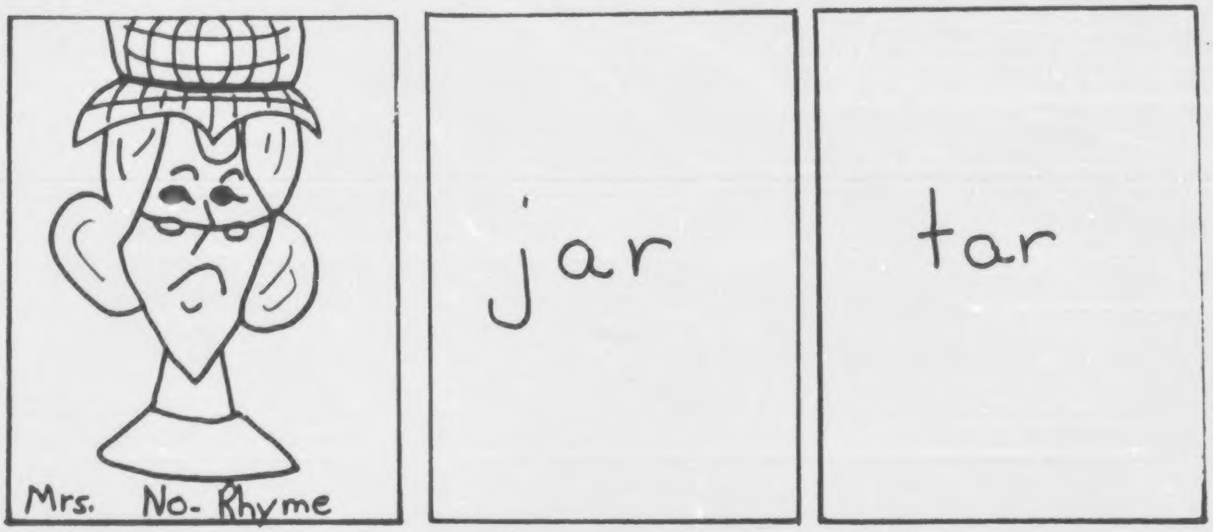
NUMBER OF PLAYERS: 3 to 5

MATERIALS: 33 - 2½"x 3" pieces of posterboard
or get scrap cards from printers

PLAYING DIRECTIONS:

1. Distribute cards equally to three, four, or five pupils.
2. Instruct them to try to make "books" by getting four rhyming words (as in the game of Old Maid).
3. After the cards are distributed, each pupil may take from his hand all "books", turn the cards face up and pronounce the rhyming words. He may then place them on the table in front of him.
4. The game progresses as players draw from the hands of the person to their left. Progress around the circle.
5. As "books" are formed, they can be shown, read, and discarded. The player left with the odd card is Mrs. No-Rhyme and the player with the most "books" is the winner.

EXAMPLE:



TITLE: Rhyming Words - Different Spellings

SPARC*

SUBJECT AREA: Language arts

GRADE LEVEL: Primary/Intermediate

OBJECTIVE: Learning vowel and consonant sounds

NUMBER OF PLAYERS; 1

MATERIALS:
file folder
1 - 8" x 11" piece of felt. (Glue to left side of open folder.)
2 - 9" x 8" pieces of posterboard: Divide each into 24 squares. On one piece, write a word in each square using different endings and vowel sounds. Glue to right side of open folder. On other piece, write rhyming words for each word inside folder. Be sure to put words in corresponding squares. Glue a picture to cover back of this piece. Then cut into word cards. Put in folder.

PLAYING DIRECTIONS:

1. Place all of the word cards in front of you with the word side facing up.
2. Match each word card to the appropriate space on the inside of the folder.
3. When you have matched all the cards, close the folder. Place one hand on top of the folder and slide your other hand under the folder. Carefully turn the folder over. Try to keep the cards from moving on the inside.
4. Now open the folder. If your answers are correct, you will see a picture.

SUGGESTIONS:

Laminate word cards.

TITLE: Soft Sounds, Hard Sound - G

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Distinguish between hard and soft G sounds

NUMBER OF PLAYERS: 1 or 2

MATERIALS:
3 - 8 oz. cans
tongue depressors
2 pictures, one of a goat and one of a giraffe

PLAYING DIRECTIONS:

1. Remove the word sticks and sort them into the goat or giraffe cans (according to the hard or soft sound of G).
2. Check your answer with the color code.

VARIATIONS:

Same activity for the letter C.

SUGGESTIONS:

Cover the cans with paper. Label one can G words. Glue the goat and giraffe to the other cans and label. Write a word beginning with G on each tongue depressor. Color code the back of each stick by soft vs. hard G. Place the word sticks in the G words can and write the directions on it.

WORD LIST EXAMPLES:

gown
going
gypsy
gang
guess
gorilla
generous
gun
gas
gate
golf
germ
government
gold
geometry
gopher
goose

gulf
garbage
goose
gym
guitar
guest
going
geography
giraffe
gain
gobble
gentle
guarantee
gum
gull
gem
goat

guppy
guilty
game
guy
go
giant
good
guide
got
general
gallon
ginger
garage
gone
goal
gallop
galaxy

TITLE: R U Puzzled?	**SPARC***
SUBJECT AREA: Language arts	**GRADE LEVEL:** Intermediate
OBJECTIVE: Learning the controlled "R"	**NUMBER OF PLAYERS;** 1

MATERIALS: file folder
1 - 8" x 11" piece of felt - Glue to left side of open folder
2 - 8" x 9" pieces of posterboard divided into 24 squares: On one piece, fill in the squares with words containing the letter "R" preceded by a vowel. Glue this piece to the right side of open folder. On other piece of posterboard, write brief definitions of words given on grid in folder - Be sure to put definitions in corresponding squares - Glue a picture to cover back of this grid. Then cut into cards and place in folder.

PLAYING DIRECTIONS:

1. Place all of the word cards in front of you with the word side facing up.
2. Match each word card to the appropriate space on the grid on the inside of the folder.
3. When you have matched all the cards, close the folder. Place one hand on top of the folder and slide your other hand under the folder. Carefully turn the folder over. Try to keep the cards from moving on the inside.
4. Now open the folder. If your answers are correct, you will see a picture.

SUGGESTIONS:

Laminate cards.

TITLE: Alphabet House

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Recognize vowel sounds

NUMBER OF PLAYERS; 1 or 2

MATERIALS:

5 - 9"x11" pieces of posterboard
5 library book pockets
49 cards to fit book pockets
49 pictures to fit on cards
plastic bag

PLAYING DIRECTIONS:

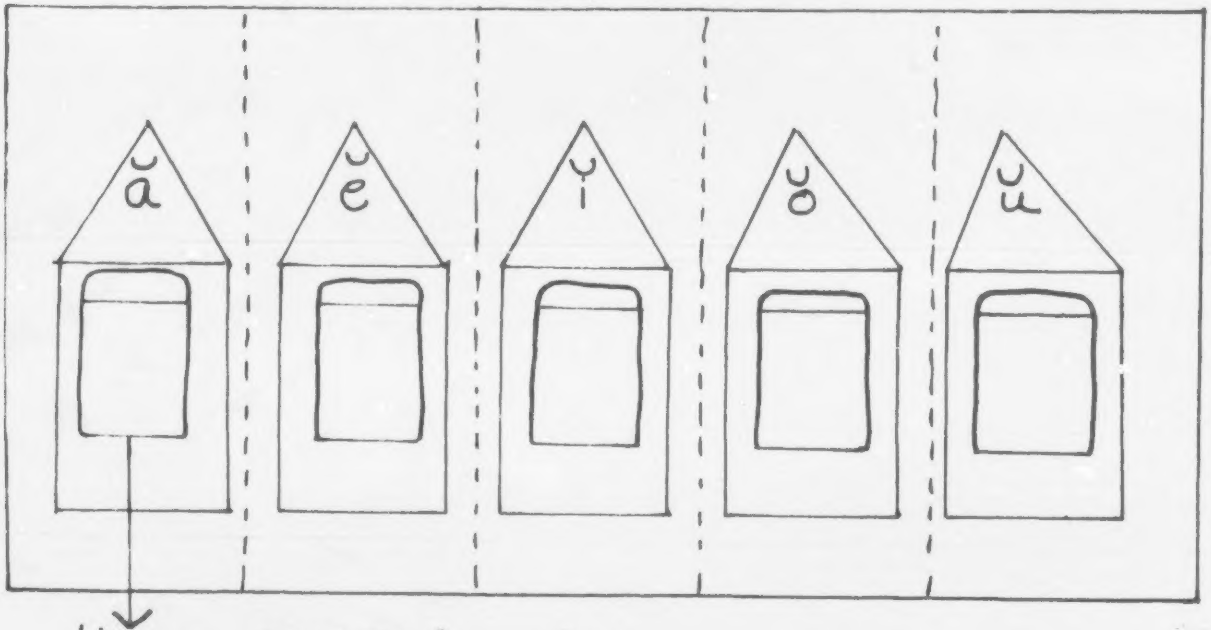
1. Take the cards out of the bag.
2. Sort the cards into the correct envelope according to vowel sound.
3. Check: Compare the colored dot on the back of the picture with the house color.

SUGGESTIONS:

Connect the five pieces of posterboard with book binding tape. Each house has a vowel on it. Cards have picture on one side and colored dot on the other. Dot is color coded to the house for self-checking

VARIATIONS:

Long or short vowel sounds



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TITLE: Know Your Vowels

SPARC*

SUBJECT AREA: Language arts

GRADE LEVEL: Primary

OBJECTIVE: Learning vowel sounds

NUMBER OF PLAYERS: 2

MATERIALS: File folder - Make universal game board (see back of book)
Glue a picture in each blank space.
8-2" x 3" chance cards
Die, 2 markers

PLAYING DIRECTIONS:

1. Put the markers on START.
2. Roll the die to see who goes first; highest number goes first.
3. Roll the die and move the number of spaces it says.
4. Say the name of the picture in the space and say another word that has the same vowel sound. If you can't do this or say a wrong vowel sound, you must stay where you are.
5. The first to reach the space marked FINISH is the winner.
6. If you land on a CHANCE space, draw a CHANCE card and do what it says.

SUGGESTIONS:

Laminate cards.

Sample CHANCE cards:
Go back 2 spaces.
Go ahead to the next short a word.
Go back to the last short u word.

TITLE: WHEE!

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Short vowels

NUMBER OF PLAYERS: Not more than 4

MATERIALS:

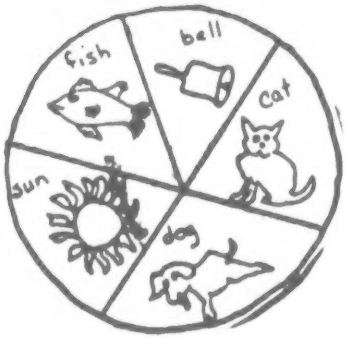
die, spinner
4 - game markers
1 - 22" x 28" piece of posterboard
1 - 10" diameter circle of posterboard

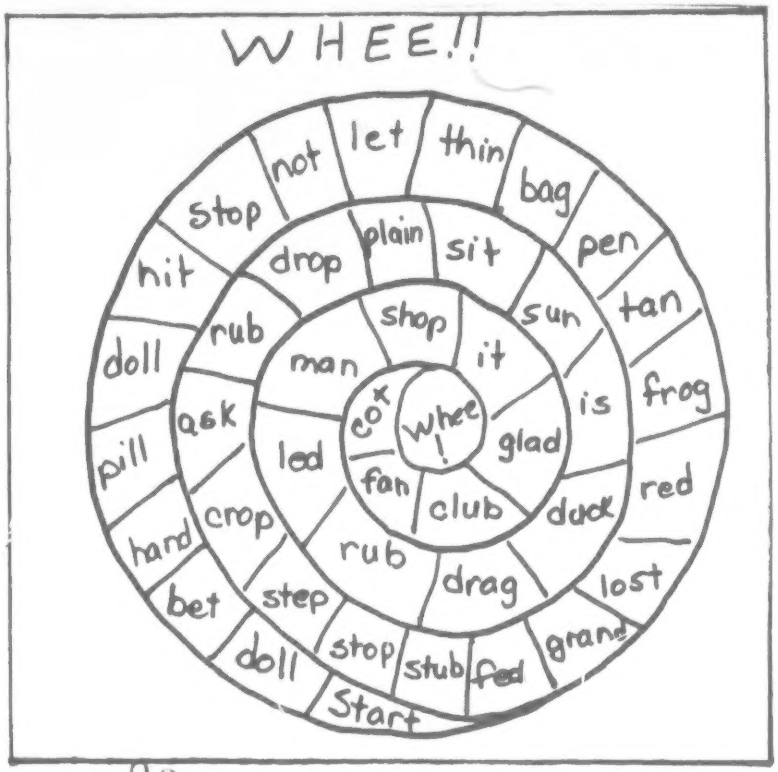
PLAYING DIRECTIONS:

1. Each player takes a marker.
2. If two or more are playing, roll the die-high number plays first.
3. Spin the dial.
4. Move the marker to the first word on the spiral that has the same vowel as the picture on the dial.
5. First player to the center wins.
6. If player makes a mistake, he remains on that space until his next turn to play.

SUGGESTIONS:

Answer key


fish
bell
cat
sun
dog


WHEE!!
Start
doll
stop
stub
fed
grand
lost
red
frog
tan
pen
bag
thin
let
not
stop
hit
doll
pill
hand
bet
step
crop
ask
rub
drop
plain
sit
sun
is
duck
drag
rub
led
man
shop
it
glad
club
fan
cot
whee!

TITLE: Fat Cat for Short Vowels	**SPARC***
SUBJECT AREA: Language Arts	**GRADE LEVEL:** Primary
OBJECTIVE: Identifying short vowel sounds	**NUMBER OF PLAYERS:** 2 - 6

MATERIALS:
1 - 15" x 22" piece of posterboard cut into shape of cat
1 - 6½" circle for spinner card
1 - spinner and brad
6 - markers of different colors
5 - pictures for spinner card- bell,cat,fish,dog,sun

PLAYING DIRECTIONS:

1. Place all markers on START.
2. Each student picks a marker.
3. First student spins the dial and says the name of the picture he lands on. He then moves his marker to the first word containing the vowel.
4. First student to the center wins.

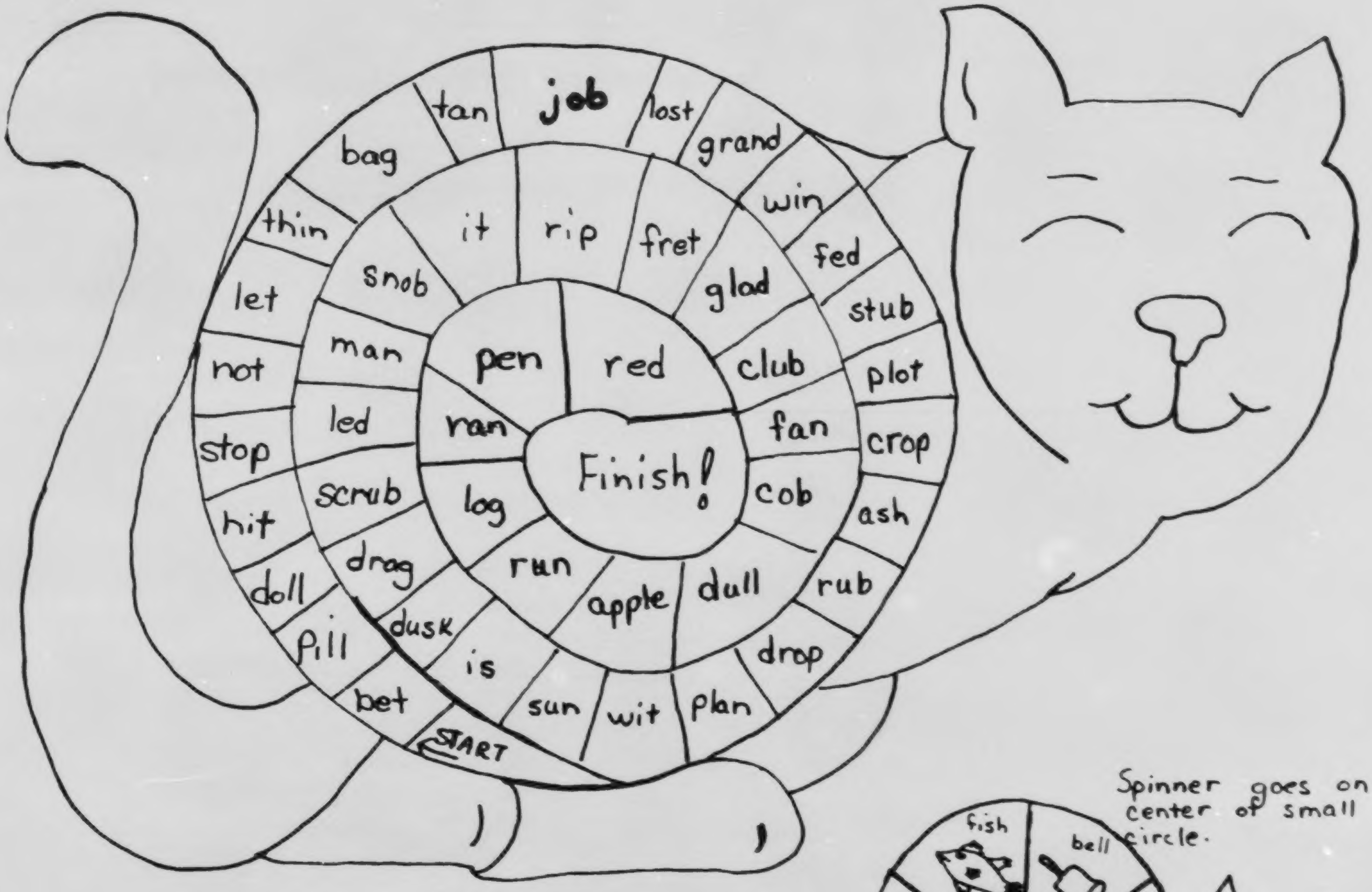
SUGGESTIONS:

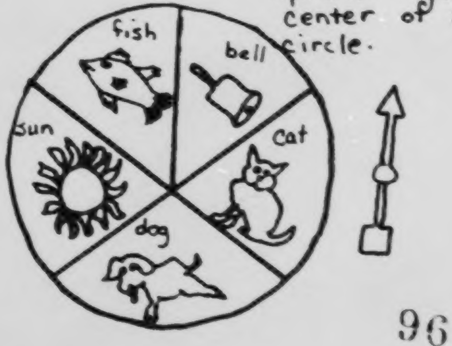
Vowel sounds on spinner card are identified with a picture. Direction card with answer key is on the back.

pattern on back

TITLE: Short Vowel Identifying Game (cont.)

SPARC*


START
bet
pill
doll
hit
stop
not
let
thin
bag
tan
job
lost
grand
win
fed
stub
plot
crop
ash
rub
drop
plan
wit
sun
is
dusk
drag
scrub
led
man
snob
it
rip
fret
glad
club
fan
cob
dull
apple
run
log
ran
pen
red
Finish!


fish
bell
cat
dog
sun

Spinner goes on center of small circle.

TITLE: Know Your Vowels Game

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Learning vowel sounds

NUMBER OF PLAYERS: 3 or 4

MATERIALS: 1 piece of 14" x 22" posterboard
pictures
place markers
dice

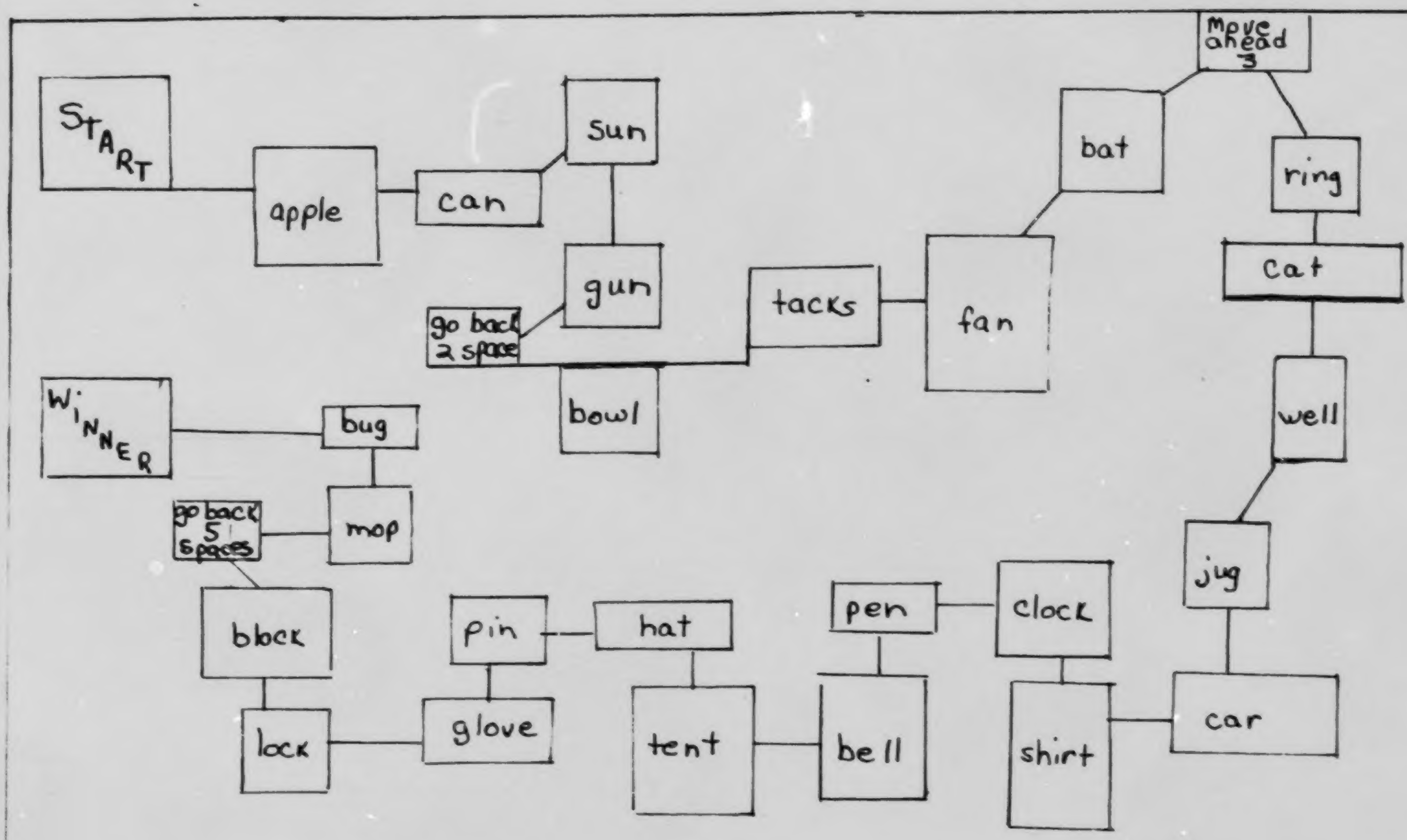
PLAYING DIRECTIONS:

1. You will need a friend to play this game with you.
2. Place the gameboard on a flat surface.
3. Place the markers on START. Each person rolls the dice to see who goes first, the highest number rolled goes first.
4. Roll the dice and move the amount of spaces it says. Say the name of the item in the space and say one additional word that has the same vowel sound. If you cannot do this or say a wrong vowel sound, you must move back to the space from which you started your move.
5. The first person to reach the space marked WINNER is the WINNER.

SUGGESTIONS:

Directions can be put on back of gameboard or on a piece of 5" x 7" posterboard and attached with a brad.

pattern on back


START
apple
can
sun
gun
go back 2 space
bowl
tacks
fan
bat
move ahead 3
ring
cat
well
jug
car
shirt
clock
pen
bell
tent
hat
pin
glove
lock
block
go back 5 spaces
mop
bug
WINNER

When you make this game use pictures inside the blocks instead of words.

TITLE: Missing Vowels	**SPARC***
SUBJECT AREA: Language Arts	**GRADE LEVEL:** Primary
OBJECTIVE: Making words using vowel sounds	**NUMBER OF PLAYERS:** 1 or 2

MATERIALS:

1 - 11" x 14" piece of posterboard
plastic bag

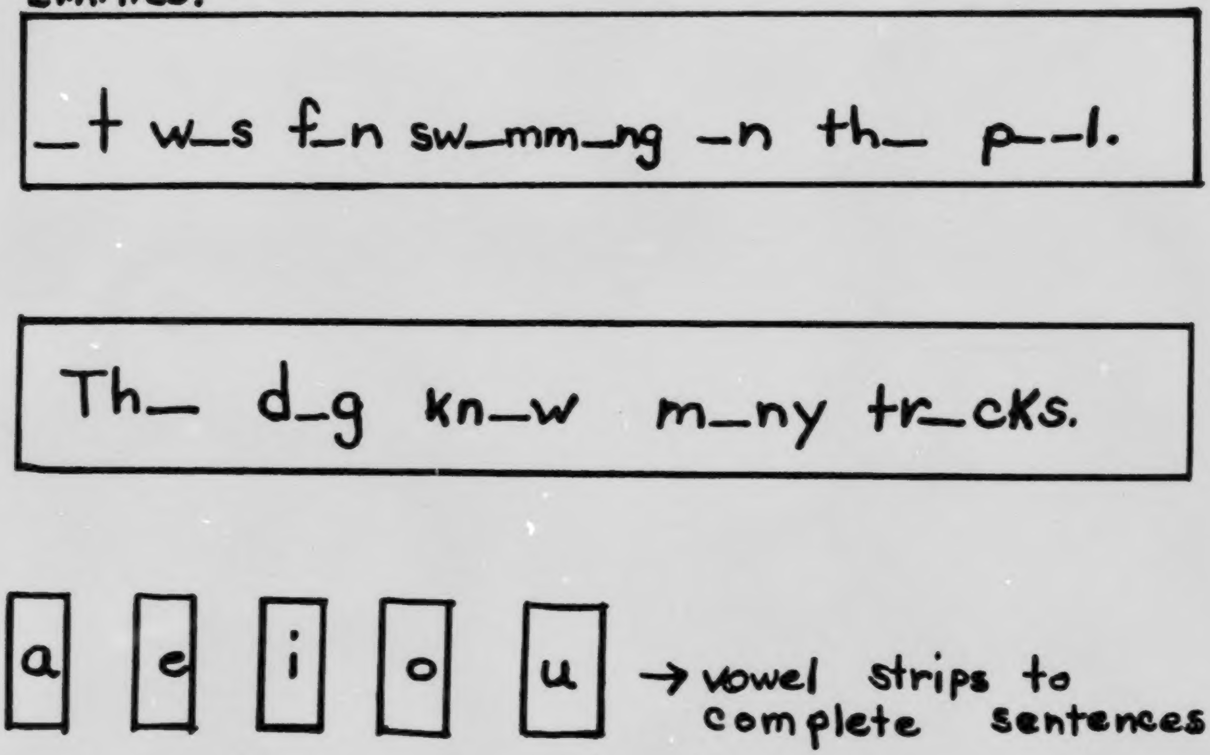
PLAYING DIRECTIONS:

1. Place the long strips with sentences on them on the desk.
2. Look at the incomplete words in the sentence and decide which vowels would complete each word correctly.
3. Take the strips with vowels on them and place the correct ones in the blank spots of the words.
4. Have a friend check your work.

SUGGESTIONS:

Include a direction card with the game.
Include answer key.

EXAMPLE:



_t w_s f_n sw_mm_ng _n th_ p__l.

Th_ d_g kn_w m_ny tr_cks.

→ vowel strips to complete sentences

TITLE: Vowel Sounds (listening a,e,i,o,u)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

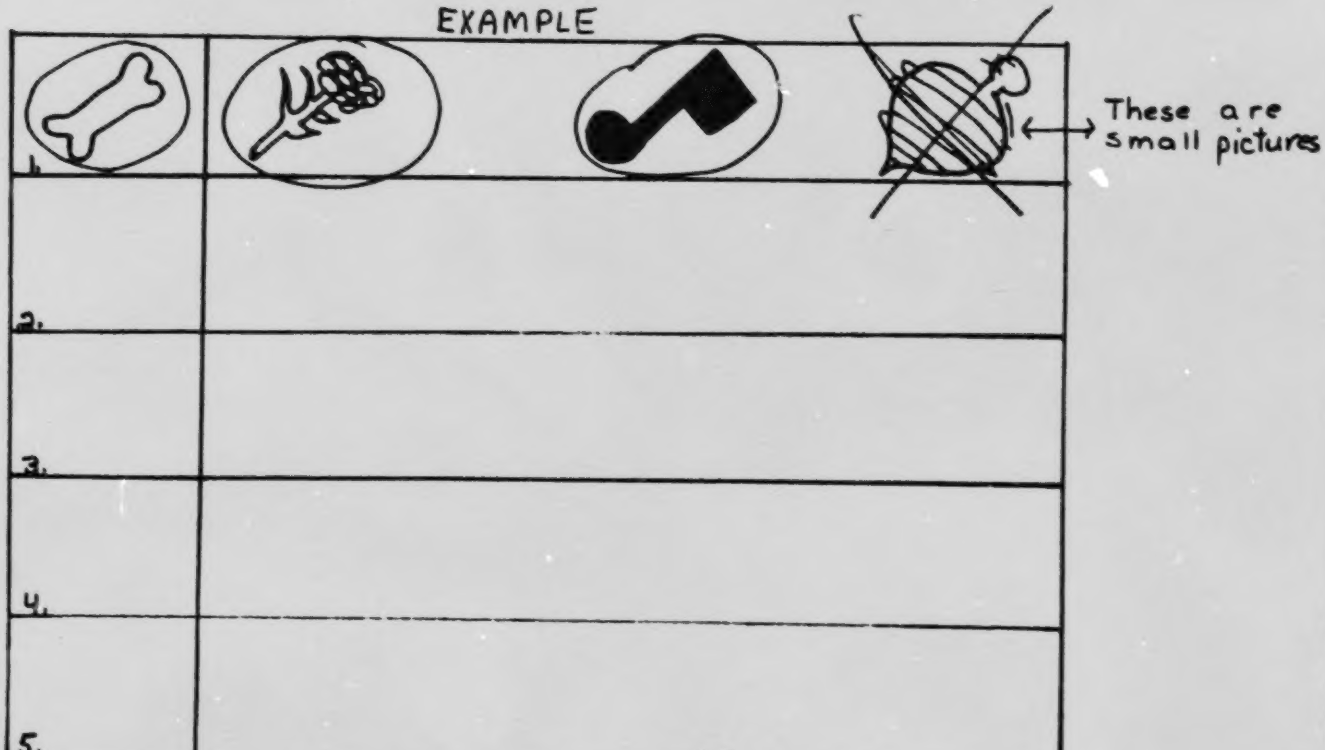
OBJECTIVE: Vowel sounds

NUMBER OF PLAYERS: 1

MATERIALS:
5- 11" x 12" pieces of posterboard
1 ring
pictures from old workbooks with vowels
laminate cards so they can be re-used

PLAYING DIRECTIONS:

1. Look at the example on the box on the left
2. Now put a circle around the pictures that have the same sound as the example given you.
3. Put an X on the picture where the sound is not the same.



TITLE: Vowel Puzzles (ā, ă)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Learning long &/or short vowel sounds

NUMBER OF PLAYERS: 1 or 2

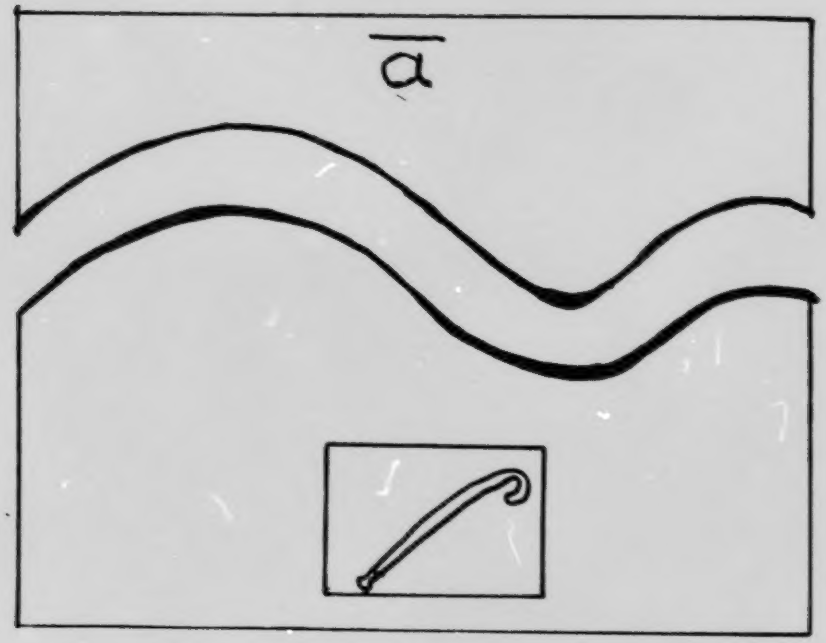
MATERIALS: 1 - 22" x 28" piece of posterboard
pictures

PLAYING DIRECTIONS:

1. Take the pieces out of the bag.
2. Pick up a piece with a picture on it. Say the name of the picture
3. Decide whether the vowel sound is short a or long a.
4. Find a vowel piece with that "a" on it that fits the picture piece.
5. If it fits, your "a" choice is correct.

SUGGESTIONS:

'Make the puzzle cut different for each sound.



TITLE: Lazy Bones

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Long and short vowels

NUMBER OF PLAYERS: 1 or 2

MATERIALS:
1 - 14" x 22" piece of posterboard
40 small pieces of construction paper for bones (see example)
plastic bag

PLAYING DIRECTIONS:

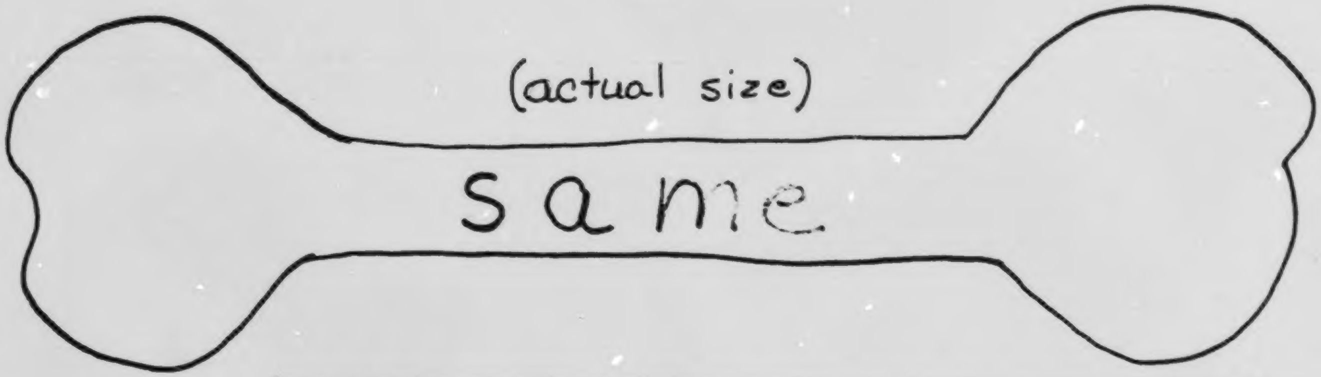
Take the bones out of the bag. Check with your teacher to see if she wants you to pick out the long or short vowel words that will go in the dog's bowl.
Example: Go through the bones and put all the words that have long or short vowels in the bowl.

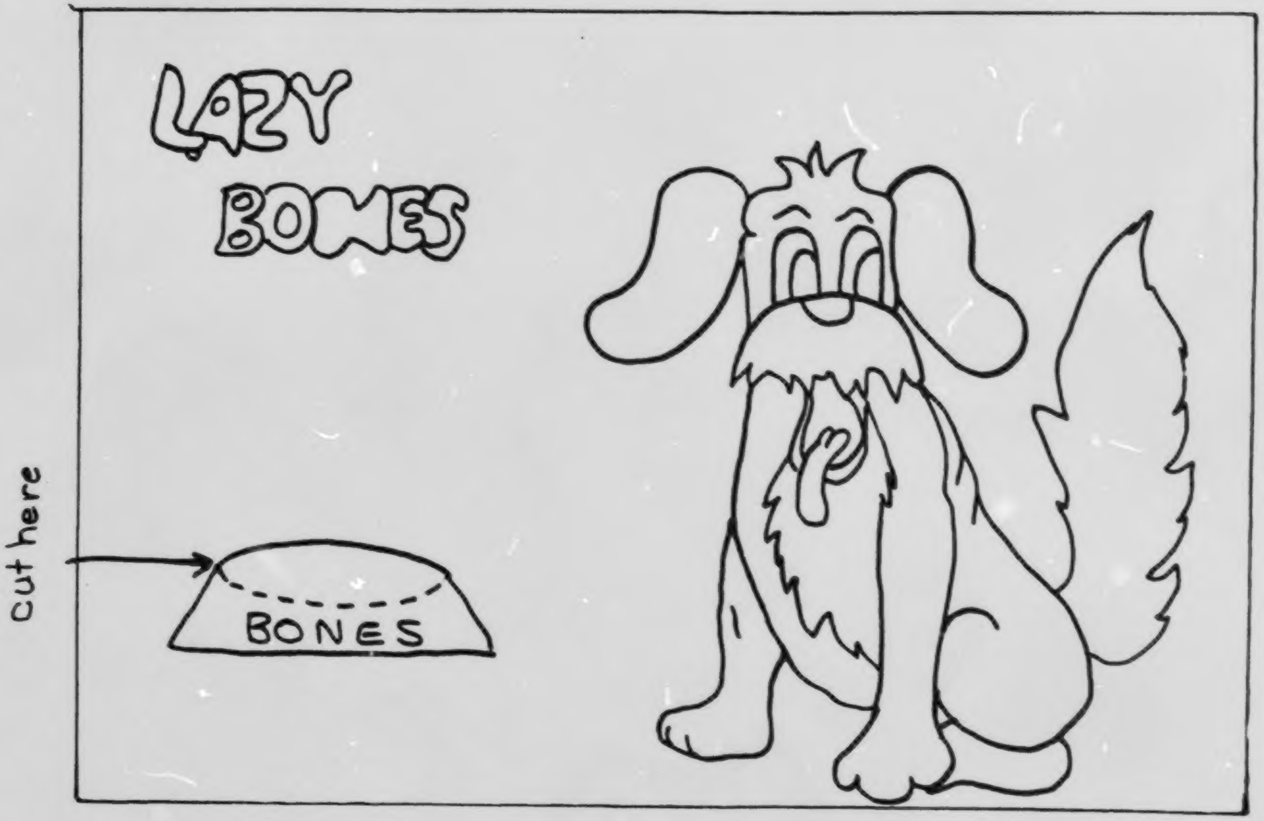
WORD LIST EXAMPLE:

same
wheat
feel
top
gave
map
cheese
west
giant
thank
valley
road
letter
window
yellow
city
ten
wife
strong
nose

nest
stand
bee
whiskers
stuck
sky
sit
only
nibble
ears
shine
signs
drove
those
happy
black
white
miles
hungry

pattern on back


(actual size)
same


LAZY BONES
cut here
BONES

TITLE: Double Cross (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

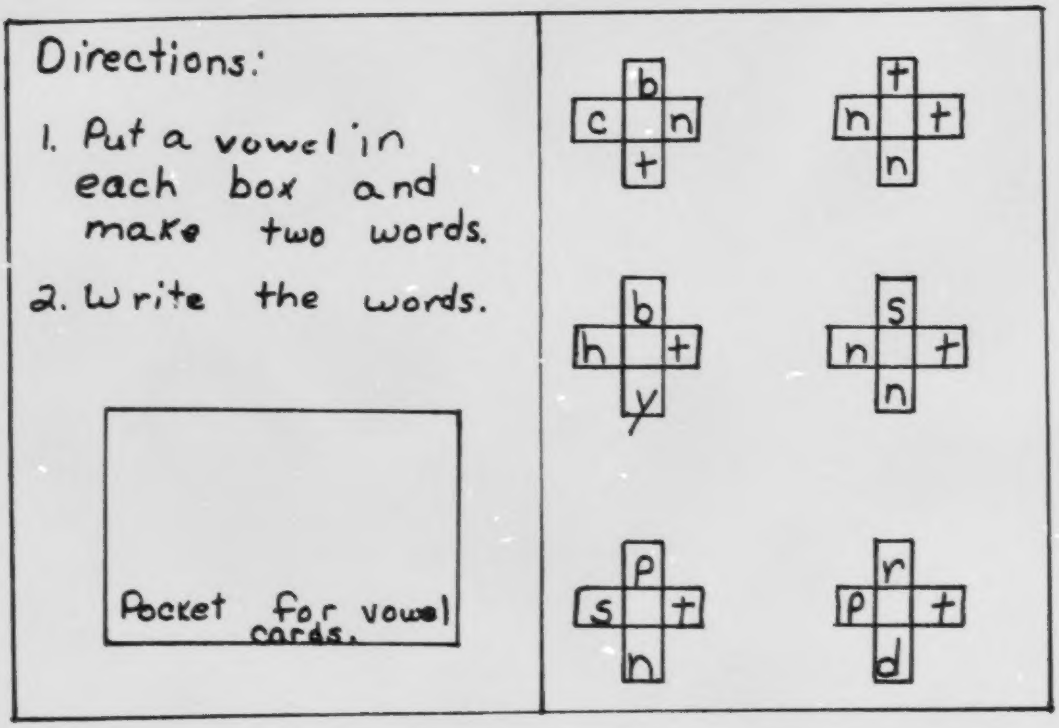
OBJECTIVE: Vowels

NUMBER OF PLAYERS: 1

MATERIALS: file folder
25 - 1" pieces of construction paper with one vowel printed on each piece (5 cards for each vowel)
plastic bag to contain vowel cards.

PLAYING DIRECTIONS:

Put a letter in each box to make two words.
Write the words.
Check your answers with the answer key.



Directions:

1. Put a vowel in each box and make two words.
2. Write the words.

Pocket for vowel cards.

TITLE: Match the Sound (File Folder Center)

SPARC*

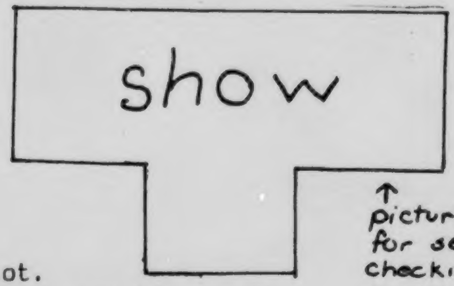
SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Use of different ow sounds

NUMBER OF PLAYERS: 1

(example)

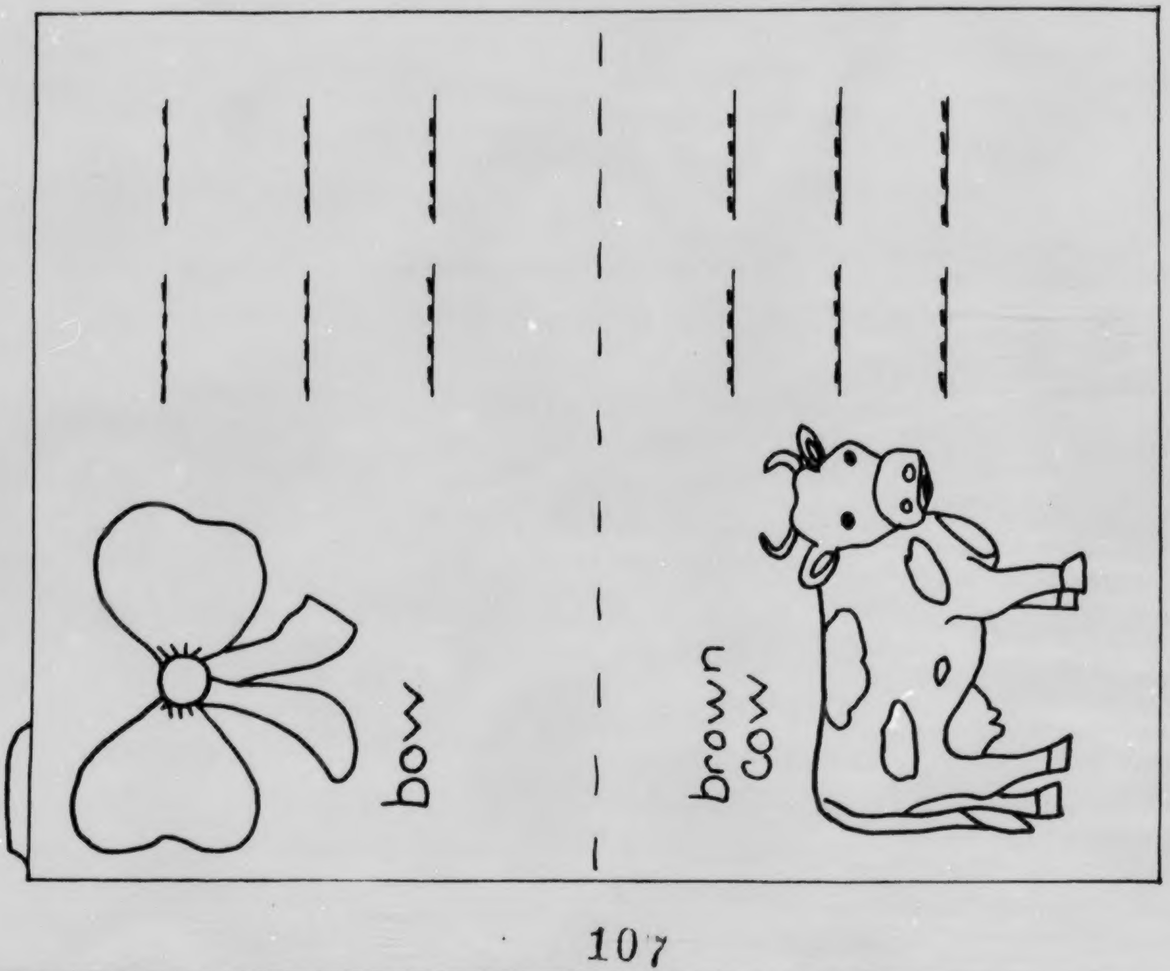


↑ picture for self checking on back

MATERIALS: file folder
plastic bag
word cards (see example)

PLAYING DIRECTIONS:

1. Pick a card.
2. Read the word.
3. What vowel sound do you hear?
4. Slip the card into the correct slot.
5. Check the picture on the back of the card to see if your answer is correct.



TITLE: Clip-a-Stick

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Silent letters

NUMBER OF PLAYERS: 1 or 2

MATERIALS:
tongue depressors
4 clothespins
juice can

PLAYING DIRECTIONS:

1. Read the words.
2. Clip a clothespin on each silent letter.
3. Turn it over to check. If the clothespin in on the X, your answer is correct.

SUGGESTIONS:

Write a word containing silent letters on each tongue depressor. Clip the silent letters with clothespins and mark on X on the back of the stick to indicate where the clothespin should be placed. Place the sticks and clothespins in the can for student use.

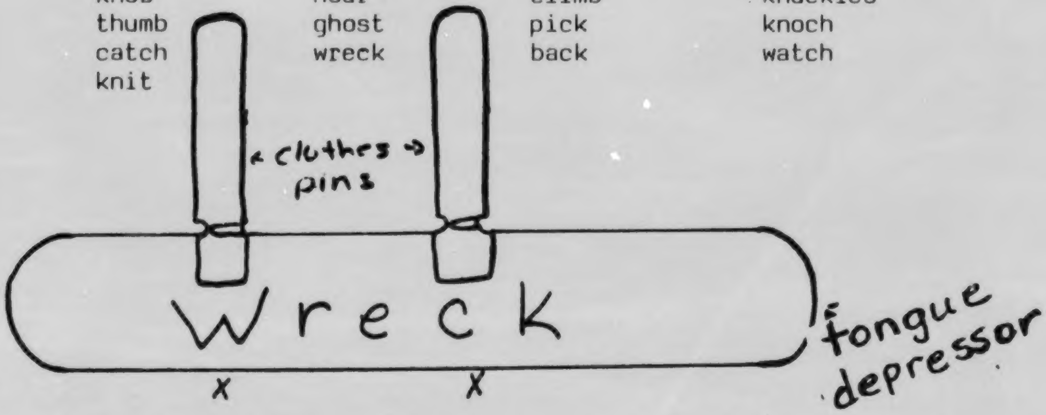
WORD LIST EXAMPLES:

knife
witch
knew
rhyme
knot
wrong
knob
thumb
catch
knit

wrist
duck
night
high
comb
lamb
hour
ghost
wreck

knight
wrap
pitch
kneel
black
knee
climb
pick
back

match
bright
fight
know
write
light
knuckles
knoch
watch



small x on back of depresson indicates silent letters.

TITLE: Syllable Count

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Syllables

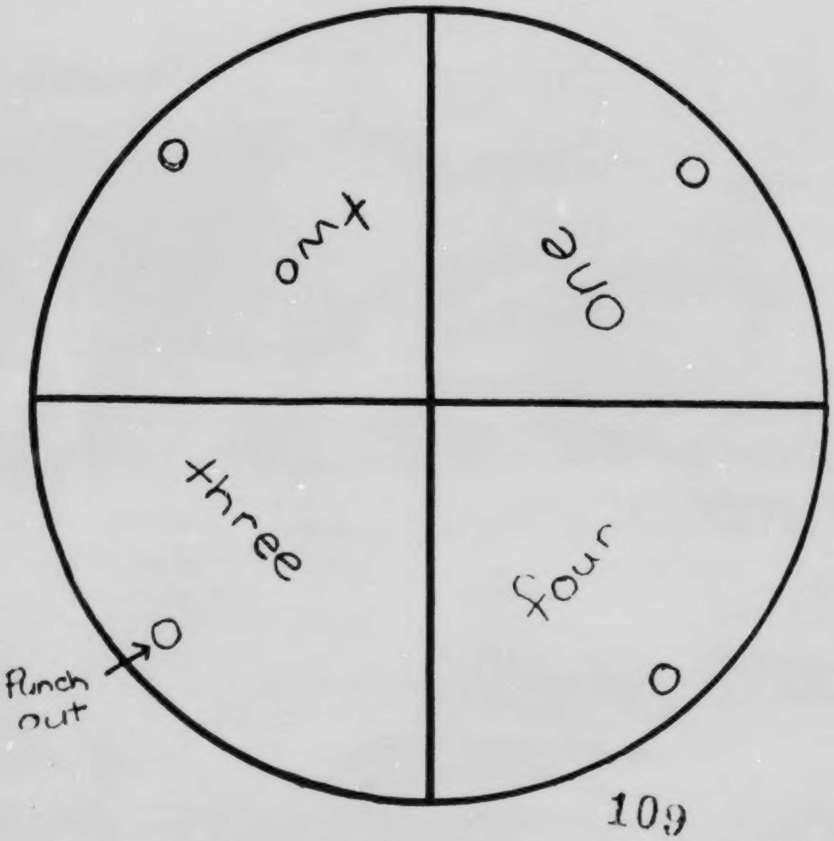
NUMBER OF PLAYERS: 1

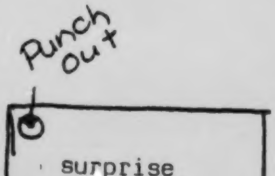
MATERIALS:
1-9" diameter circle of posterboard
4 pieces of yarn
plastic bag
word cards

PLAYING DIRECTIONS:

1. Take the word cards out of the bag. String each word to the number that shows how many syllables are in it.
2. Record your work on a sheet of paper.

fasten yarn through holes


two
one
three
four
Punch out


Punch out
surprise

(example)

TITLE: The Cub's Discovery of Syllables

SPARC*

SUBJECT AREA: Language arts

GRADE LEVEL: Primary
Intermediate

OBJECTIVE: Learning to use syllables

NUMBER OF PLAYERS; 1 or more

MATERIALS: 11 - 14" x 11" pieces of posterboard
1 metal ring
19 - 3½" x 2½" pieces of posterboard
3 small plastic bags
Answer key

First page:

On the cover page, put title and decorate with picture of your choice.

Written on
Second page:

Activities:
1. You must do pages 1,2,3 and 4.
2. Play the Syllable Game. (Page 6)
3. Make a list of objects in the room such as the blackboard, etc., that are all two syllables.
4. Pick five words from the word bank. Draw a picture of it and tell how many syllables it has. (Page 5)
5. Write a story about Sam and Silly Syllables. Underline all three syllable words.
6. Take your final test. (Page 7)
7. Check your answers with answer key. (Page 8)

Written on
Third page:

Objectives:
1. To know what a syllable is.
2. To be able to identify the number of syllables in a word.

Rationale:
1. The child will be able to sound out words with less difficulty.
2. Their spelling skills will increase.
3. The child will be able to divide words properly.

Choices:
1. Take the pre-test.
2. Begin to work.
3. Work through all pages.
4. Take the final test.

Now you should be able to tell me how many syllables are in most words and what a syllable is.

GOOD LUCK!!

Written on
Fourth page:

(Number this page number 1)

Pre-Test:

Take a piece of paper and answer the following questions. Be sure to number you answers and skip lines:

1. What is a syllable?
2. Does every word have the same number of vowel sounds as it does syllables?
3. Write the number of syllables after each word:

army ________
Rover ________
covering ________
swing ________
father ________
sleeping ________
bee ________
basketball ________
newspaper ________
filling ________
church ________
Fonzy ________
sister ________

Written on
Fifth page:

(Number this page number 2)

Complete this story by filling the 2 syllable words in the blanks.

1. One day we went to the ____________________.
   lake circus store
2. We ____________________ very early.
   left walked arrived
3. First we saw the ____________________.
   clowns elephants horses
4. They were ____________________.
   tame pretty wild

Now draw a part of the circus you would like to see.

(LEAVE THIS BOX BLANK)

Written on
Sixth page:

(Number this page 3)

Today, I want you to use your extra reader or your library book. Take a sheet of paper and make three rows.

TITLE: The Cub's Discovery of Syllables
(Continued)

SPARC*

Sixth page
(Continued)

1 syllable 2 syllables 3 syllables

Now the fun begins! Look through your book and list as many words as you can in each row. Be sure that you can read the words you are using. Share you words with a friend. Have fun with your syllable search.

Written on
Seventh page:

(Number this page 4)

A syllable is a word or part of a word with a vowel sound.
Write the number of syllables after each word.

shoe ________
wagon ________
table ________
wonderful ________
apron ________
picture ________
alphabet ________
suddenly ________
summer ________
blackboard ________
Christmas ________
player ________
crackerjack ________

Written on
Eight page:

(Number this page 5)

Write the number of syllables on the line by each word.
Draw a picture of each word in the square provided.

zoo ____	mother ____	thanksgiving ___
laugh ____	jumping ____	Halloween ____
cars ____	birthday ____	butterfly ____
classroom ____	prayers____	television ____
family ____	horse ____	lonely _____
loving ____	snowflake_____	friend ____
clothes ____	soft ____	elephant ____

Written on ninth page:

(Number this page 6)
Directions:
Take the cards from the bag.

Put the one syllable words in the bag marked "one syllable words", and the two syllable words in the bag marked "two syllable words."

Let your teacher check your work.
GOOD LUCK!

CARDS

(plastic bag)

One Syllable Words

(plastic bag)

Two Syllable Words

(plastic bag)

List of words for cards: hello, lemon, lake, store, hotel, mailman, light, fish, she, slim, clock, knife, sleepy, happy, landing, nicely, tooth, blue, clover.

Written on Tenth page:

(number this page 7)
Final Evaluation:
Complete the sentences.

1. A syllable is a ______________________________ ______________.

2. There are as many vowel sounds in a word as there are ________________.

3. Write the number of syllables on the line by each word.

dislike ________
softball ________
high ________
lovely ________
syllable ________
honey ________
flower ________
thing ________
giggling ________
another ________

library ________
hedgehog ________
everything ________
rubbed ________
snowman ________
street ________
upon ________
expected ________
Mike ________
unopened ________

Written on
Eleventh page:

(Number this page 8)
Pretest (Page 1)
1. A syllable is a word or part of a word with a vowel sound.
2. Yes
3. 2
2
3
1
2
2
1
3
3
2
1
2
2

Page 2
1. circus 2. arrived 3. horses 4. pretty

Page 4
1
2
2
3
2
2
3
3
2
2
2
2
3

Page 5

zoo	1	mother	2	Thanksgiving	3
laugh	1	jumping	2	Halloween	3
cars	1	birthday	2	butterfly	3
classroom	2	prayers	2	television	4
family	3	horse	1	lonely	2
loving	2	snowflake	2	friend	1
clothes	1	soft	1	elephant	3

Written on
Eleventh page:
(continued)

Page 6

one syllable	two syllable
blue	clover
tooth	nicely
knife	landing
clock	happy
slim	sleepy
she	mailman
fish	hotel
light	lemon
store	hello
lake	

Page 7

1. A syllable is a word or part of a word with a vowel sound.
2. Syllables
3. 2 3

   2 2

   1 3

   2 2

   3 2

   2 1

   2 2

   1 3

   2 1

   3 3

TITLE: Santa's Syllables (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary or Intermediate

OBJECTIVE: Syllables

NUMBER OF PLAYERS; 1

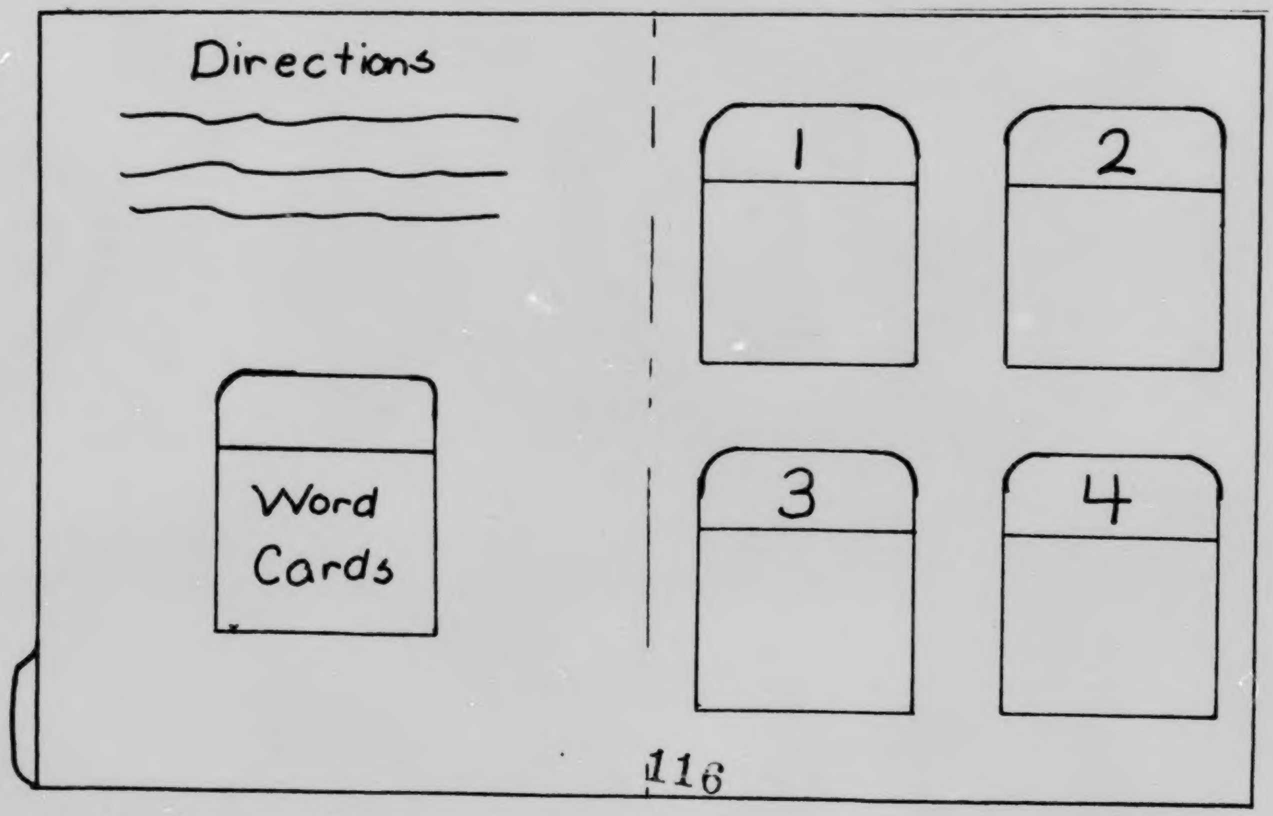
MATERIALS:
file folder
5 library card pockets
18 - 1" x 2½" word cards

PLAYING DIRECTIONS:

1. Place each card in the pocket that shows how many syllables the word contains.
2. Check your work by looking up the word in the dictionary. (Answer key can be included)

SUGGESTIONS:

Use words pertaining to Christmas.
Game can be made for any holiday by changing word cards.
Reading & spelling words are also good words to use.



TITLE: Animal Lotto

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Syllables

NUMBER OF PLAYERS: 1 or 2

MATERIALS:
2 gameboards
24 picture (or word) cards
  8 one syllable
  8 two syllable
  8 three syllable

PLAYING DIRECTIONS:

1. Place word cards in a stack, face down.
2. Player take turns drawing cards and reading words aloud, deciding if they are one, two, or three syllable words. Place word card in the correct column on the gameboard. Winner is first player to fill a column - across, down, or diagonally.

EXAMPLE:

Picture of an animal with a one syllable name.	Picture of an animal with a two syllable name.	Picture of an animal with a three syllable name

← place word cards in blanks

TITLE: Color Computer - Spelling	**SPARC***
SUBJECT AREA: Language Arts	**GRADE LEVEL:** Primary
OBJECTIVE: Spelling	**NUMBER OF PLAYERS:** 1

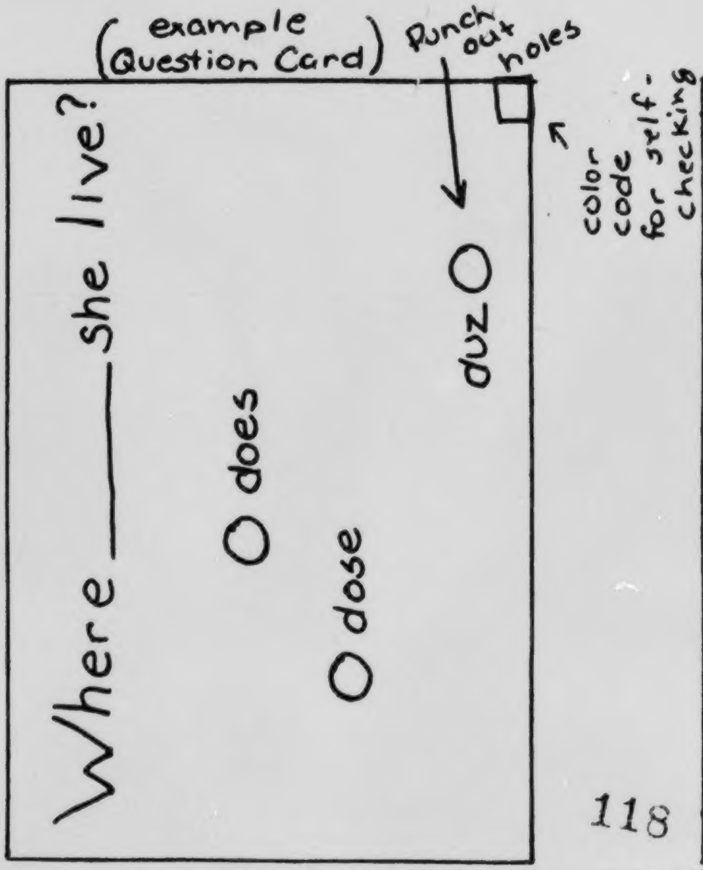
MATERIALS: 13 - 8" x 5" pieces of posterboard
1 plastic bag
small colored stickers to be used on answer sheet

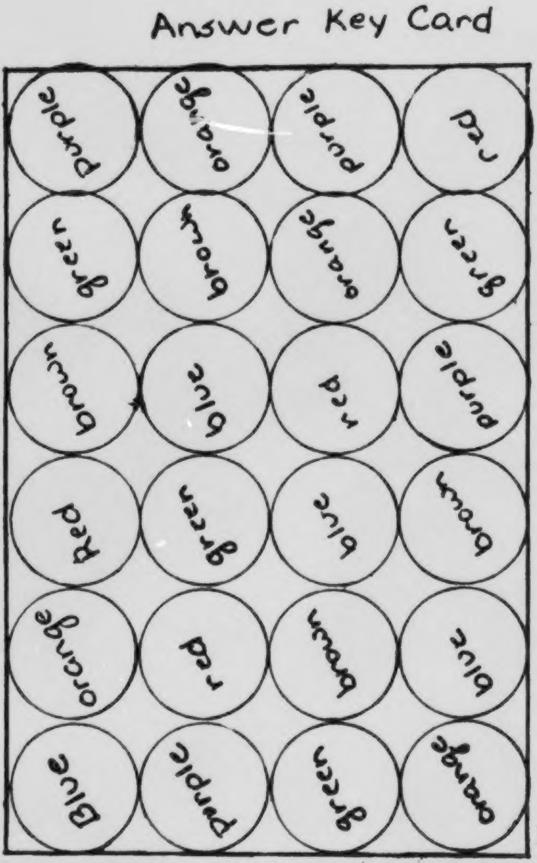
PLAYING DIRECTIONS:

1. Read the question card.
2. Choose the correct word to complete the sentence.
3. Place question card on top of the Answer Key.
4. If you are correct, the color of the dot will match the color of the square in the right corner of the question card. (see example)

VARIATIONS:

Math facts


(example Question Card)
Punch out holes
color code for self-checking
Where ____ she live?
○ does
○ dose
duz ○


Answer Key Card
purple
orange
purple
red
green
brown
orange
green
brown
blue
red
purple
Red
green
blue
brown
orange
red
brown
blue
Blue
purple
green
orange

TITLE: Synonym Butterfly

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

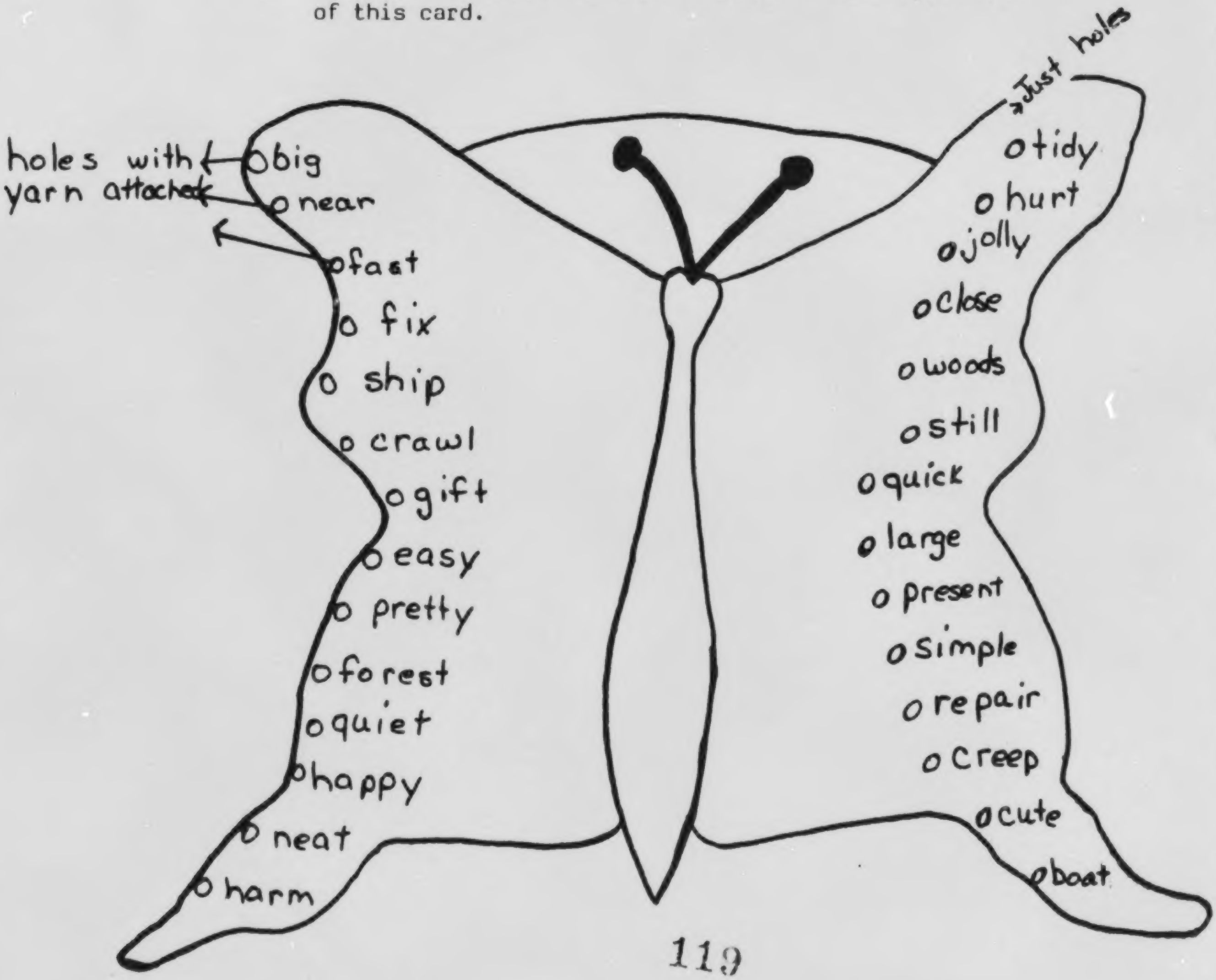
OBJECTIVE: Synonyms

NUMBER OF PLAYERS: 1

MATERIALS: 15" x 15" piece of posterboard
yarn

PLAYING DIRECTIONS:

1. Take each piece of yarn and put it in the hole on the opposite side by the correct synonym for each word.
2. Check your answers with the answers on the other side of this card.


holes with yarn attached
big
near
fast
fix
ship
crawl
gift
easy
pretty
forest
quiet
happy
neat
harm
Just holes
tidy
hurt
jolly
close
woods
still
quick
large
present
simple
repair
creep
cute
boat

TITLE: Synonyms (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Recognizing synonyms

NUMBER OF PLAYERS: 1

MATERIALS: file folder
felt
picture
2 grids of different colors

PLAYING DIRECTIONS:

1. Place all the word cards in front of you with the word side facing up.
2. Match the word cards to the Synonyms in the folder. Lay the matching card on top of the Synonyms so that the word side is facing up.
3. When you have matched all the cards close the folder as follows:
    - a. Fold the felt side onto your words.
    - b. Slide one hand under folder. Put your other hand on top of it.
    - c. Carefully flip the folder over so that the back is up.
4. Now open the back side of the folder. If your answers are correct you will see a picture.

SUGGESTIONS:

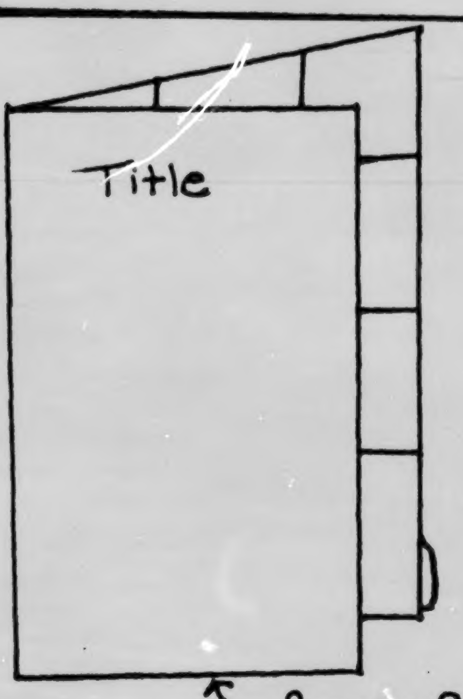
Use a picture pertaining to games on front. Put title on the front.

Words for right side of folder		Words for oaktag cards	
big	happy	large	glad
quick	hurt	fast	harm
dad	boat	father	ship
can't	tidy	unable	neat
tell	begin	say	start
shut	simple	close	easy
little	still	small	quiet
forest	sad	woods	creep
noisy	rob	loud	unhappy
lovely	crawl	pretty	steal
below		under	
bad		evil	
ill		sick	
same		alike	

pattern on back

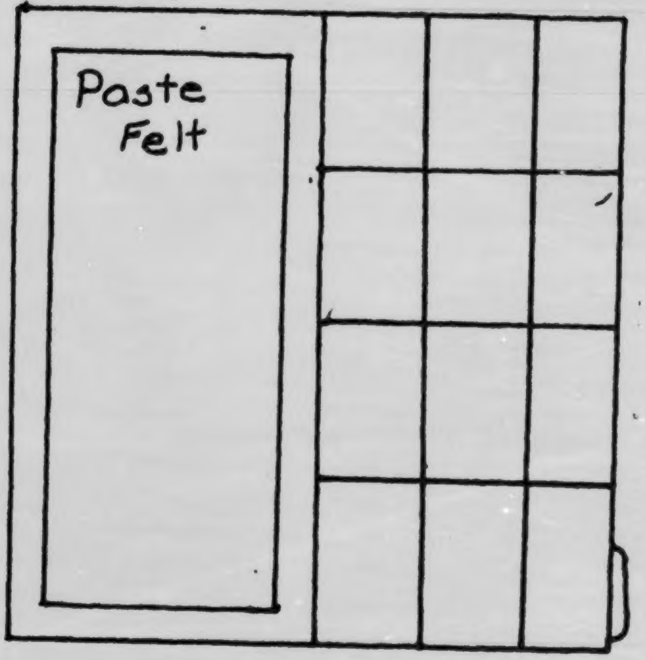
TITLE: Synonyms (File Folder Center) Cont.

SPARC*



front of folder

open folder



(example made with Antonyms)

Right side of folder

hot	big	old
day	push	black
down	cry	yes
over	buy	first

Oaktag word cards

cold	little	young
night	pull	white
up	laugh	no
under	sell	last

Paste picture on back

TITLE: Opposites Gameboard

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Opposites

NUMBER OF PLAYERS; 2 or more

MATERIALS:
1 - 14" x 22 sheet of posterboard
1 - die
5 - markers

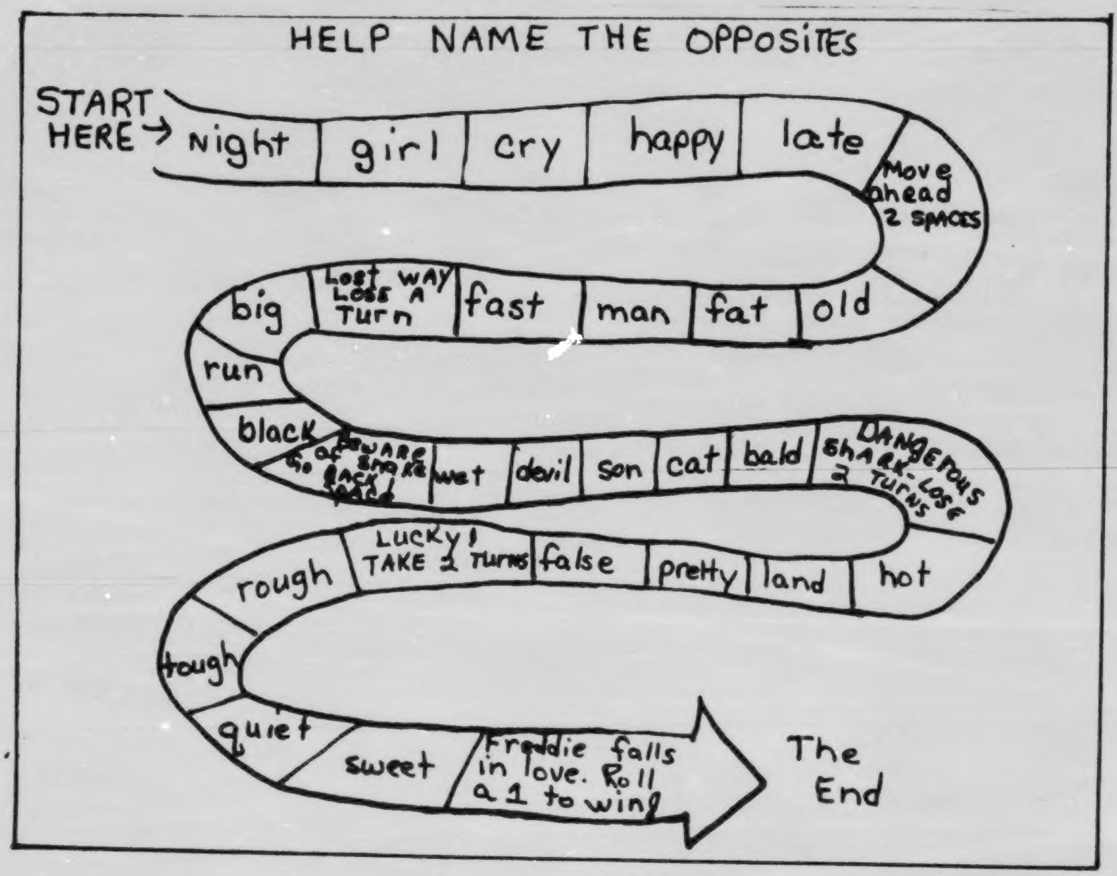
PLAYING DIRECTIONS:

1. Roll die and move that number of spaces.
2. Name the opposite of that word and proceed.

SUGGESTIONS:

Include an answer key.

EXAMPLE:


HELP NAME THE OPPOSITES
START HERE
night
girl
cry
happy
late
Move ahead 2 spaces
old
fat
man
fast
Lost way Loss a Turn
big
run
black
Beware of snake go back 1 space
wet
devil
son
cat
bald
Dangerous shark - lose 2 turns
hot
land
pretty
false
Lucky! Take 2 turns
rough
tough
quiet
sweet
Freddie falls in love. Roll a 1 to win!
The End

TITLE: Antonyms (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Recognizing antonyms

NUMBER OF PLAYERS: 1 or 2

MATERIALS: file folder
felt
picture
plastic bag

PLAYING DIRECTIONS:

1. Place all the word cards in front of you with the word side facing up.
2. Match the words to the antonyms in the folder. Lay the matching card on top of the antonyms so that the word side is facing up.
3. When you have matched all the cards, close the folder as follows:
   - A. Place one hand on the front of the folder and slide the other hand under the folder.
   - B. Carefully flip the folder over and lay it on the front side. Try to keep the cards from moving on the inside.
4. Open the back side of the folder. If your answers are correct you will see a picture.

SUGGESTIONS:

Use a picture pertaining to the game on the front. Put title on front.

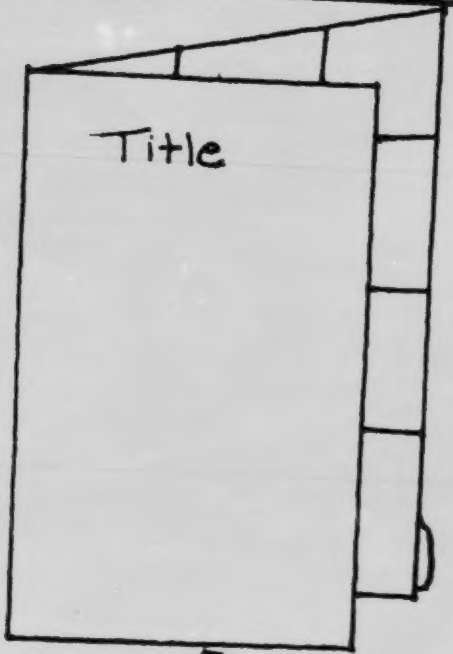
ASSEMBLY INSTRUCTIONS:

1. Divide a piece of 8½" x 11" oaktag into equal areas (do not cut).
2. Write a word in each of the areas (see example).
3. On the reverse side of the oaktag mount a 8½" x 11" picture.
4. Cut the oaktag into equal parts to make word cards.
5. Working with the folder opened in front of you divide (do not cut) the right side into squares identical to those of the 8½" x 11" oaktag.
6. In each of the separate areas write a definition of the term that is found on the corresponding area of the 8½" x 11" oaktag (see example).
7. On the left side of the file folder mount a piece of felt.
8. Make sure word on right side of folder and words on oaktag match for the picture to come out right.

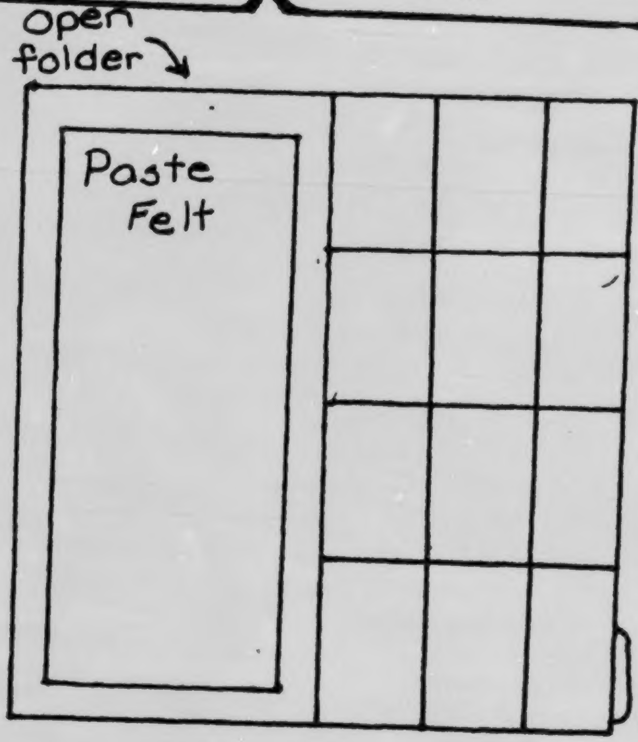
pattern on back

TITLE: Antonyms (File Folder Center) Cont.

SPARC*



front of folder


open folder
Paste Felt

(example made with Antonyms)

Right side of folder

hot	big	old
day	push	black
down	cry	yes
over	buy	first

cold	little	young
night	pull	white
up	laugh	no
under	sell	last

Paste picture on back

TITLE: Welch's Cat

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary & Intermediate

OBJECTIVE: Recognizing words that are opposite and alike

NUMBER OF PLAYERS; 2

MATERIALS: 1 - 14" x 21" piece of posterboard
brads

PLAYING DIRECTIONS:

1. Open the middle brad and put a wheel on the back of the cat.
2. Move the tail until it covers the bottom slot on the cat.
3. Turn the wheel until a word appears in each slot.
4. Read the words. Decide whether they are the same or the opposite.
5. Check your answer by lowering the cat's tail.

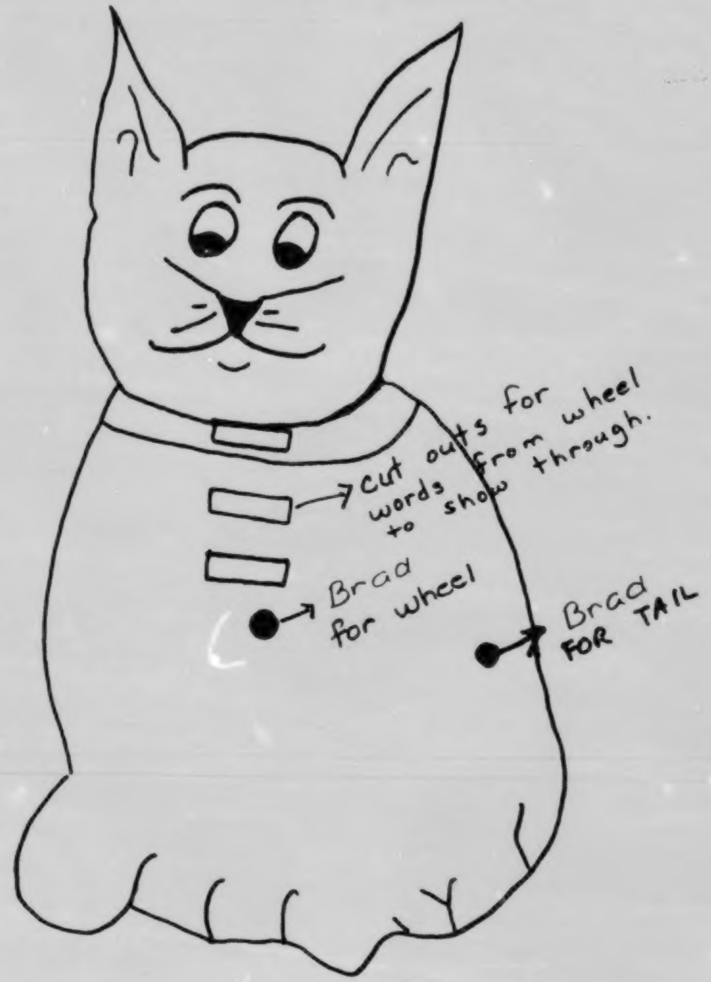
SUGGESTIONS:

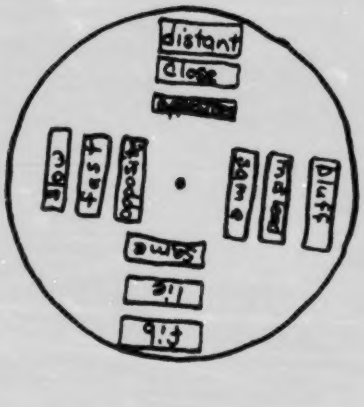
Do not cut holes on cat until wheels are made and word positions are aligned.
Words can be put on both sides of wheels.

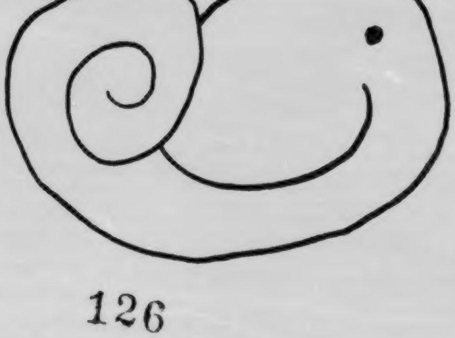
pattern on back

TITLE: Welch's Cat (cont.)

SPARC*


cut outs for wheel words from to show through.
Brad for wheel
Brad FOR TAIL


distant
close
slow
fast
opposite
same
Diff
same
lie
fib



TITLE: Homonyms (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Recognition of homonyms

NUMBER OF PLAYERS: 1

MATERIALS: file folder
felt
picture
plastic bag

PLAYING DIRECTIONS:

1. Place all the word cards in front of you with the word side facing up.
2. Match the word cards to the homonyms in the folder. Lay the matching card on top of the homonyms so that the word side is facing up.
3. When you have matched all the cards, close the folder as follows:
    a. Place one hand on the front of the folder and slide the other hand under the folder.
    b. Carefully flip the folder over and lay it on the front side. Try to keep the cards from moving on the inside.
4. Now open the back side of the folder. If your answers are correct you will see a picture.

SUGGESTED WORD LISTS:

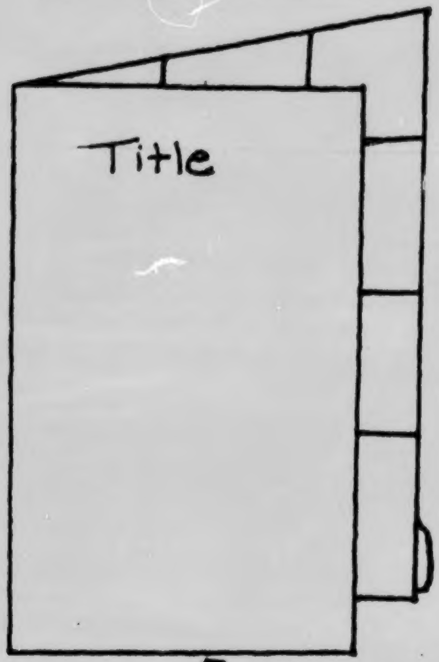
List for right side of folder
hear
meet
blue
dear
sale
see
tail
son
by
pail
right
week
for
brake
flower
plane
sent
maid
knew
bare
pane
main
pear
no

List for oaktag cards
flour
blew
meat
sea
here
weak
pain
made
four
pale
bye
write
cent
pair
know
plain
break
sun
sail
deer
bear
new
mane
tale

pattern on back

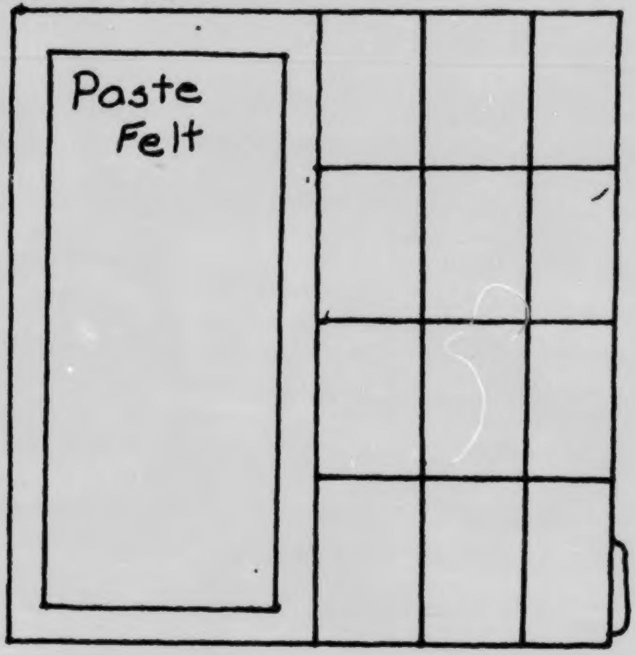
TITLE: Homonyms (File Folder Center) Cont.

SPARC*



front of folder

open folder



(example made with Antonyms)

Right side of folder

hot	big	old
day	push	black
down	cry	yes
over	buy	first

Oaktag word cards

cold	little	young
night	pull	white
up	laugh	no
under	sell	last

Paste picture on back

TITLE: Homonym Match

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary or Intermediate

OBJECTIVE: Homonyms

NUMBER OF PLAYERS: 2

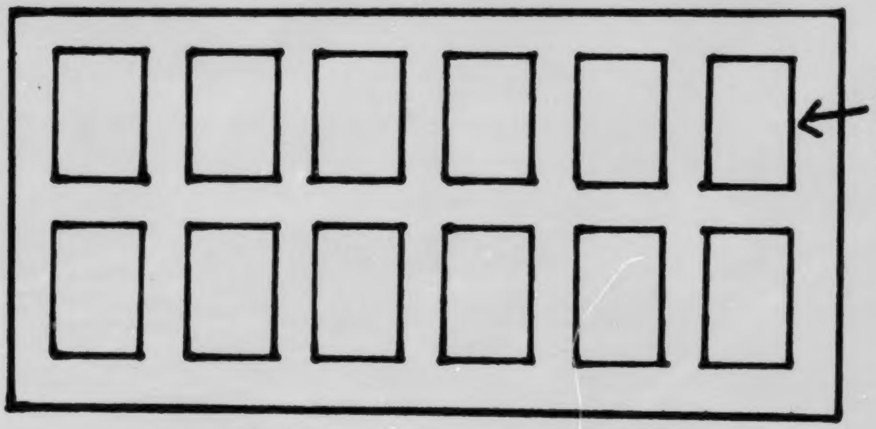
MATERIALS: 1 - 14" x 22" piece of posterboard
60 - 3" x 5" pieces of posterboard (word cards)

PLAYING DIRECTIONS:

1. Two players can play.
2. The dealer places 12 cards face down on the spaces on the gameboard.
3. The first player turns over one card in each column. If the two cards match, the player keeps the cards. If the cards don't match, then turn the cards face down and the next player takes his turn.
4. More cards can be used to increase the difficulty.
5. At the end of the game, the player with the most cards wins!

VARIATIONS:

synonym and antonym word cards can be used.



place word cards on spaces

TITLE: NYM Center (Learning Center)

SPARC*

SUBJECT AREA: Lanuage Arts

GRADE LEVEL: Intermediate

OBJECTIVE: Synonyms, Antonyms, Homonyms

NUMBER OF PLAYERS: 2 to 4

MATERIALS:

3 small cans
3 clasp envelopes 10" x 12"
2 pieces of poster board 14" x 22"
worksheets
cassette tape and player
3" x 5" cards
magnet
paper clips
answer key

SEE FOLLOWING PAGES FOR INSTRUCTIONS

TITLE: NYM Center (Learning Center)

SPARC*

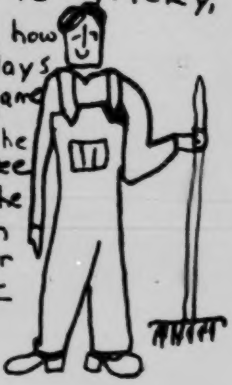
Poster
↕ 14"x 22"

MEET THE "NYMS"

Baby Syno-Nym is a Copycat. When you say little, she says tiny, or wee, or microscopic.

Mrs. Anto-NYM always argues. If you say up, she says down. If you say right, she says wrong.

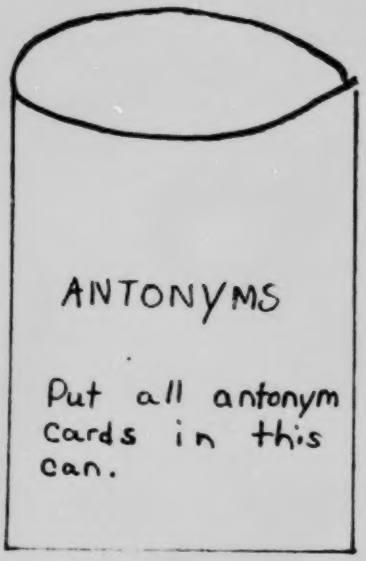
Mr. Homo-Nym always sounds the same. It's the meaning that is tricky, that's how he plays the game when he says see does he mean ✱✱ or 〰



↕ Poster 14"x 21"

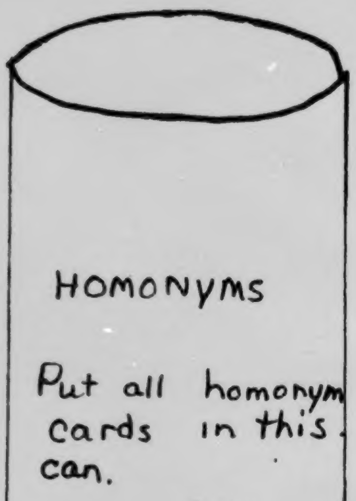
AT THIS CENTER YOU CAN:

1. Make a family tree of antonyms. Place one word on the trunk and all the antonym family members on the branches.
2. Listen to how the homonym is used on the tape. Circle the correct homonym used on the tape.
3. Make up your own worksheets.
4. Prepare a lesson to teach on Either synonyms, antonyms or homonyms.



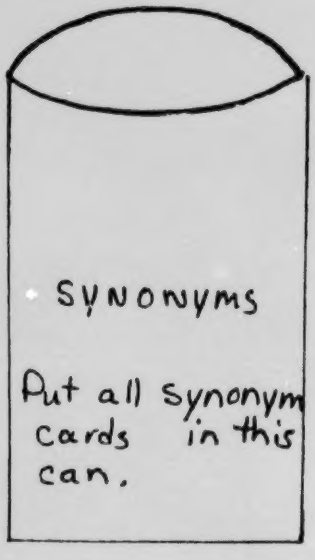
ANTONYMS

Put all antonym cards in this can.



HOMONYMS

Put all homonym cards in this can.



SYNONYMS

Put all synonym cards in this can.

TITLE: NYM Center (Learning Center)

SPARC*

3 - 10"x12" CLASP ENVELOPES

SYNONYM CONCENTRATION
(pink card)

Directions: Players 2-4

1. Shuffle cards and spread out face down.
2. Decide who will be 1st, 2nd, etc., players.
3. 1st player turns up 2 cards. If they are synonyms he takes them. If not, he turns them face down again.
4. Each player, in turn, tries to match two synonyms.
5. The game is played until all cards are paired.

WORKSHEETS

1. Synonym flowers.
2. Rewrite the story.

Follow directions on each worksheet.

ANTONYM CONCENTRATION
(light green Cards)

Players 2-4

Directions: same as Synonym concentration, only use antonym instead of Synonym.

Opposite Attract

TAKE turns using a magnet to pick up the word which forms the antonym pair.

HOMONYM CONCENTRATION
(yellow cards)

Players 2-4

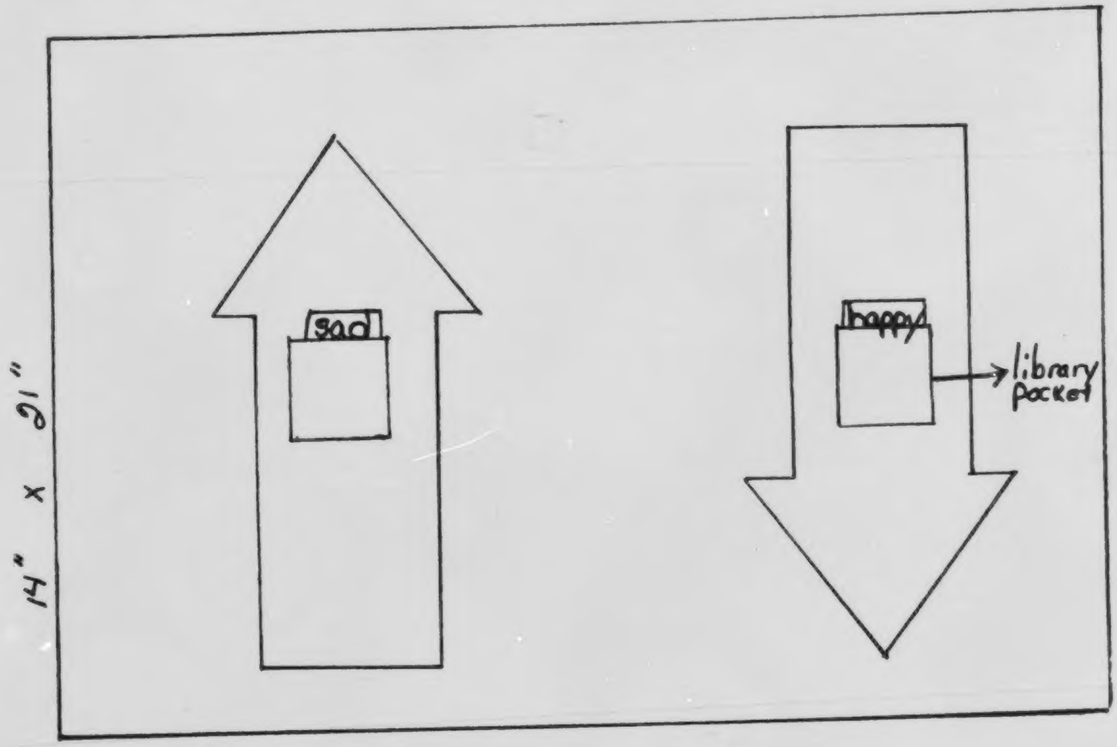
Directions: same as others, only substitute Homonym.

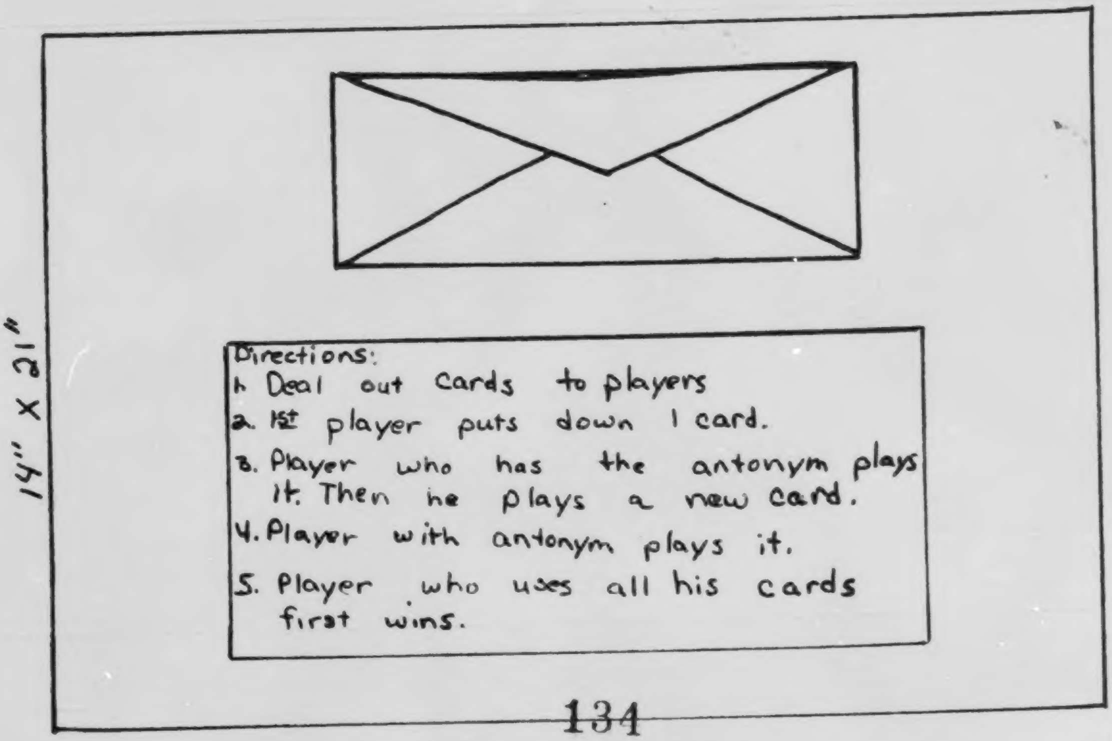
Work sheet

1. Pictograph - Picture expressing ideas. Follow direction's on each worksheet.

TITLE: NYM Center (Learning Center)

SPARC*


sad
happy
library pocket
14" x 21"



Directions:

1. Deal out cards to players
2. 1st player puts down 1 card.
3. Player who has the antonym plays it. Then he plays a new card.
4. Player with antonym plays it.
5. Player who uses all his cards first wins.

Homonym Concentration Worksheet

WRITE a sentence and PICTOGRAPH the homonyms in it.

1. pail

   pale

2. blew

   blue

3. knight The went to the

   night castle at

4. dye

   die

5. flour

   flower

6.

7.

EXAMPLE:

ANTONYM-O

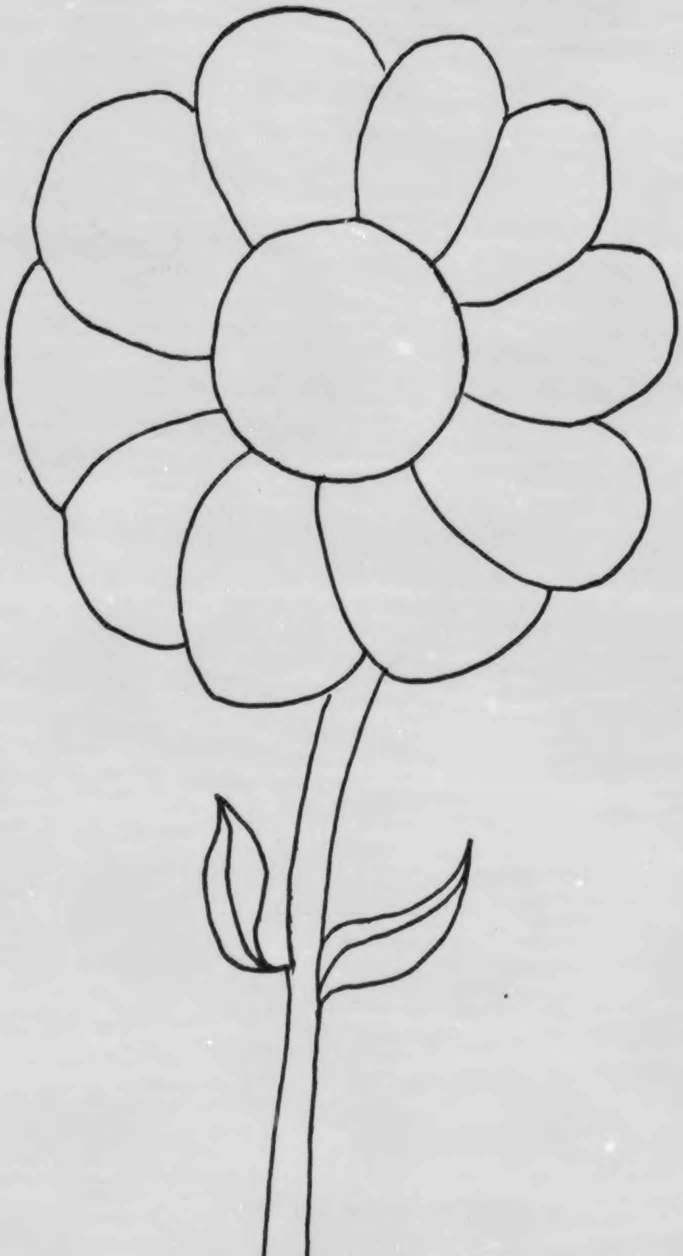
happy	over	high	before
lose	late	ahead	laugh
begin	☆ Free	elastic	hard
cold	success	war	slowly

Directions: Caller calls words. Players cover the antonyms on their cards. The first player to complete a row is the winner and next caller.

TITLE: NYM Center (Learning Center) SPARC*

Fill the garden with synonym flowers.
How many can you grow?

Synonym Concentration
Work sheet



SPARC*

TITLE: NYM Center (Learning Center)

Synonym Concentration Worksheet

REWRITE the story.

Use synonyms to replace the underlined words.

One day a little boy was walking down the street. He saw a coin lying on the side walk.

He looked all around but saw no one. So he bent down and picked up the coin.

He wanted to find out who it belonged to, so he started going to the houses nearby.

Finally, the boy found the person who had lost the coin. The person gave him a reward for returning the coin.

Now... write your own story. Underline the synonyms. Give it to a friend to replace the underlined words.

TITLE: Don't Get Wet (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Contractions

NUMBER OF PLAYERS: 1

MATERIALS:

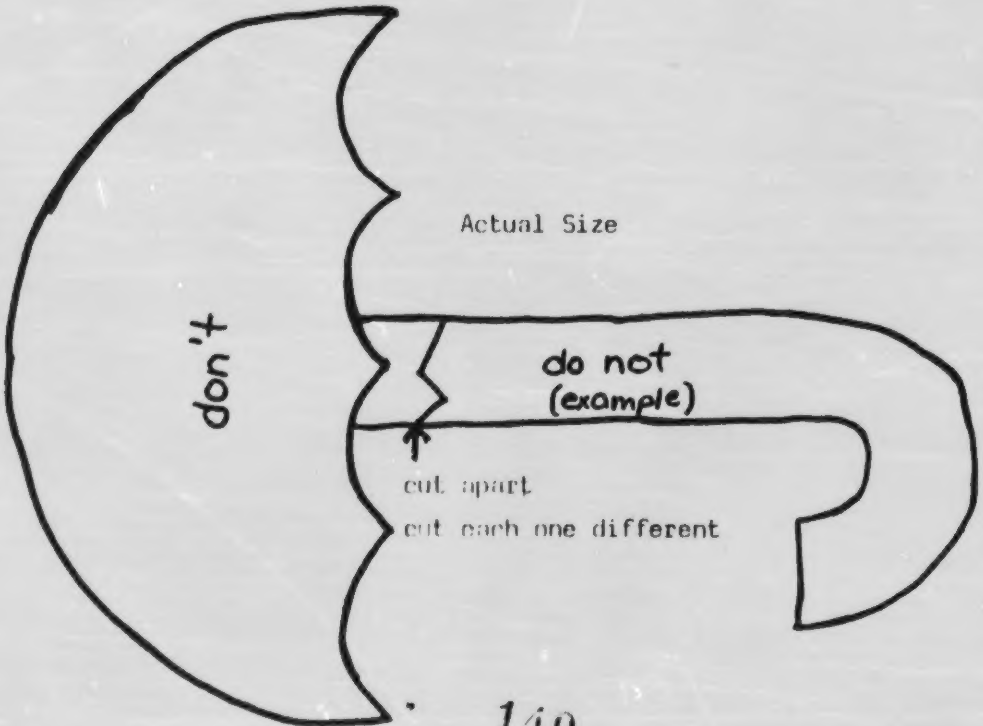
file folder
plastic bag
posterboard for 18 umbrellas with 18 handles

PLAYING DIRECTIONS:

1. Take the game pieces out of the folder.
2. Place the umbrella tops on your desk. Now match the contraction on the handle with the words on the umbrella.
3. If the handle fits on the umbrella you are right. Continue doing this until all of the umbrellas are completed.

SUGGESTIONS:

Put directions on inside of folder.
Hook plastic bag on inside with a brad.
Make pattern off of pattern below and cut out of posterboard.
To get list of contractions refer to list in back of book.



TITLE: Contraction Catch

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary & Intermediate

OBJECTIVE: Learn contractions

NUMBER OF PLAYERS: Individual or 2 or 3

MATERIALS: 1 - 5" x 7" piece of posterboard for each ball and glove
plastic bag

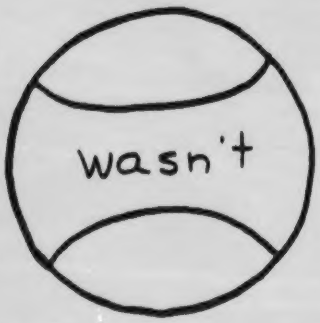
PLAYING DIRECTIONS:

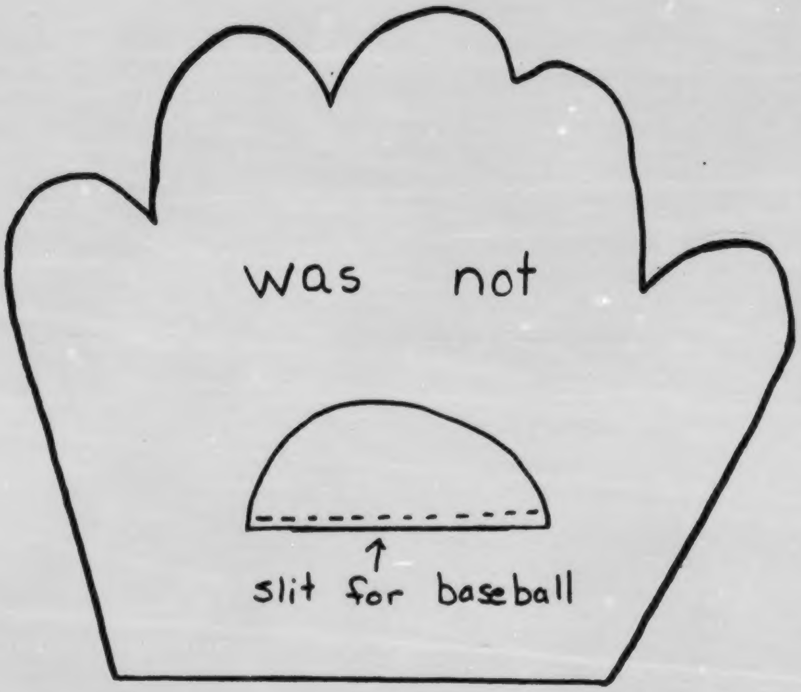
1. On the baseballs in this bag are written words that are contractions, on the gloves in this bag are written the two words that a contraction is made up of.
2. Put the balls in one pile and the gloves in another.
3. Either play with a partner or by yourself. You must say the words on the glove and find the baseball with its matching contraction.

SUGGESTIONS:

Numbering on back of gloves and balls is a method of self-checking.

(ACTUAL size)





TITLE: Star Wars (Prefixes)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

OBJECTIVE: Learning prefixes

NUMBER OF PLAYERS: up to 8

MATERIALS: 5 - 12" x 12" pieces of posterboard
Use pattern on preceding page

PLAYING DIRECTIONS:

1. Take the pieces out of the bag.
2. There are eight pentagons. Hand out one of these to each player.
3. Stack the star points face down in the center of your table.
4. Each player takes turns picking a point from the stack. If you use it to make a word with the prefix on your pentagon, put it down as a point for your star. If you cannot use the star point, put it on the bottom of the stack.
5. The first player to complete his star correctly wins!

VARIATIONS:

Each player can have more than one pentagon.

PREFIX WORD EXAMPLES:

dis:	arm, place, enchant, content, appoint
in:	visible, action, complete, human, direct
mis:	behave, direct, judge, fit, fire
un:	claimed, hurt, afraid, clear, fair
re:	form, fill, call, consider, take
con:	ceal, fuse, tract, tribute, duct
trans:	plant, port, pose, late, parent
ad:	mit, mire, vantage, venture, minister

SUGGESTIONS:

Include answer key

TITLE: Prefix Garden	**SPARC®**
SUBJECT AREA: Language arts	**GRADE LEVEL:** Intermediate
OBJECTIVE: Learning prefixes	**NUMBER OF PLAYERS:** 1

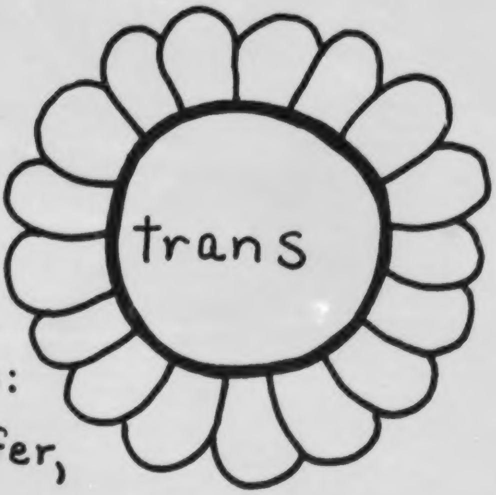
MATERIALS:

file folder
8 flowers with word parts written in center - Glue to top of open folder.
8 flowers with prefixes written in center - Glue to bottom of open folder.
answer key.

PLAYING DIRECTIONS:

1. How many words can you make putting the word parts with the prefixes?
2. Use each word part and prefix as many times as you can.

Other prefixes:
im-, re-, in-,
sub-, de-, dis-, pro-



Possible word parts:
scribe, cover, fer,
port, tend, claim, tain,
ject

TITLE: Star Wars (Suffixes)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

OBJECTIVE: Suffixes

NUMBER OF PLAYERS: no more than 5

MATERIALS: 5 pieces of 12" x 12" posterboard
Use pattern on preceding page.

PLAYING DIRECTIONS:

1. Take pieces out of the bag.
2. There are five pentagons. Hand out one of these to each player.
3. Stack the star points face down in the center of your table.
4. Each player takes turns drawing a star point from the stack. If you can use that point to make a word with the suffix on your pentagon, put it down as a point on your star.
5. The first player to complete his star correctly, wins.

SUGGESTIONS:

Can use more than one pentagon.

EXAMPLES:

ness - clean, mad, good, fresh , tough
ment - content, manage, arrange, enchant, appoint
tion - construct, elect, collect, perfect, conduct
ly - definite, unlike, clear, purpose, rough
less - use, hope, care, color, rest
er - help, call, print, tall, work
able - pay, move, port, read, agree
ful - thought, mind, thank, use, help
ist - cycle, final, ideal, real, art
ing - build, walk, whisper, bring, yell

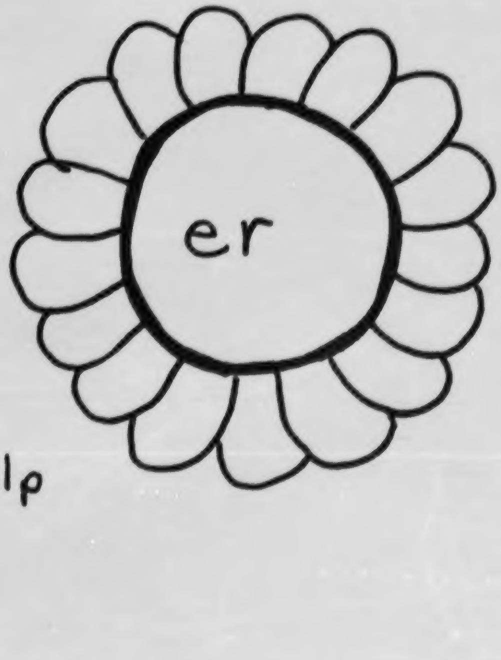
TITLE: Suffix Garden	**SPARC***
SUBJECT AREA: Language arts	**GRADE LEVEL:** Intermediate
OBJECTIVE: Learning suffixes	**NUMBER OF PLAYERS:** 1

MATERIALS: file folder
8 flowers with word parts written in center - Glue to top of open folder.
8 flowers with suffixes written in center - Glue to bottom of open folder.
answer key.

PLAYING DIRECTIONS:

1. How many words can you make putting the word parts with the suffixes?
2. Use each word part and suffix as many times as you can.

Other suffixes:
-less, -able, -y, -ly,
-ful, -ness, -ish



Possible word parts:
use, sick, boy, soft,
love, sleep, agree, help

TITLE: Compound Bingo

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary & Intermediate

OBJECTIVE: Compound words

NUMBER OF PLAYERS: Up to 30

MATERIALS: 7½" x 7½" posterboard
3" x 5" word cards
markers

PLAYING DIRECTIONS:

1. Each player takes a playing card. The words on these cards are the first part of a compound word.
2. One player holds up each of the word cards, both sides.
3. Each player puts a marker on his if he can make a compound word using the words held up.
4. Five words in a row in any direction wins.
5. Include a list of compound words on the back of the direction card.

EXAMPLES OF COMPOUND WORDS:

afternoon
airplane
airport
anybody
anyone
anything
baseball
basketball
barnyard
bathtub
blackboard
butterfly
cannot
campfire
doghouse
dollhouse
playground
railroad
rainbow
salesman

TITLE: Compound Countdown (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary-Intermediate

OBJECTIVE: Compound Words

NUMBER OF PLAYERS: 1 or 2

MATERIALS: file folder

PLAYING DIRECTIONS:

Look at the words. See how many compound words you are able to make by putting two words together. Write them on a sheet of paper and check with answer key when you are finished. Word list: sun, man, set, school, light, day, super, fire, bed, year, time, work, thing, fish, book, room, star, some, play

SUGGESTIONS:

Put answer key on back of file folder.
sun light
day time
bed room
school time
sun fish
some time
play thing
sun set
fire man
super man
school work
star light
play room
work time
day light
bed time
year book
school room
something
play time

147

TITLE: Something's Fishy!!

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

OBJECTIVE: Recognizing nouns and verbs

NUMBER OF PLAYERS: 2

MATERIALS: 1 - 28" x 22" piece of posterboard
construction paper
32 - 4" x 2" sentence cards
game markers

PLAYING DIRECTIONS:

1. Pick up the top card and read the sentence.
2. Look at the underlined word. Tell what part of speech it is. Turn the card over to check your answer.
3. If your answer is correct, move to the next appropriate space on the gameboard. Examples: The picture hung straight. The dog hid his bone in a hole.

SUGGESTIONS:

Place the sentence card on the fish that it matches (individual activity).

verb
noun
verb
verb
noun
verb
verb
noun
noun
verb
noun
noun
noun
verb
noun
verb
verb
SOMETHING'S
FISHY!!

TITLE: Parts of Speech

SPARC*

SUBJECT AREA: Language arts

GRADE LEVEL: Intermediate

OBJECTIVE: Learning parts of speech

NUMBER OF PLAYERS: 2

MATERIALS:
file folder - Make universal gameboard (see back of book)
34 - 2" x 3" skill cards (a sentence on each with one word underlined)
6 - 2" x 3" chance cards
spinner or die
answer key

PLAYING DIRECTIONS:

1. Place cards face down on the playing board. Spin the spinner and choose a card.
2. Tell what part of speech the underlined word is. Check with the key. If you are right, move the number of spaces you have spun. If you are wrong, stay where you are until your next turn.
3. If you land on a chance space, take a chance card and do what the card tells you to do.

SUGGESTIONS:

Laminate cards.

TITLE: People, Places, and Things

SPARC*

SUBJECT AREA: Language arts

GRADE LEVEL: Primary/Intermediate

OBJECTIVE: Learning to recognize nouns

NUMBER OF PLAYERS: 1

MATERIALS:

file folder
strips of posterboard with names of people, places, and things
5 library pockets - 1 labeled "people", 1 labeled "places", 1 labeled "things", 1 labeled "store cards here", and 1 labeled "key". Glue "key" pocket to back of folder and others inside folder.
pictures of people, places, and things - glue around corresponding pockets inside folder.
answer key

PLAYING DIRECTIONS:

1. Take the cards from the storage pocket and see if you can put each one in the correct pocket.
2. When you have finished, look on the back of the folder to check your work.

SUGGESTIONS:

Laminate word strips.

TITLE: Dial a Silly Sentence
Dial a Serious Sentence

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

OBJECTIVE: Matching subjects and predicates to form sentences

NUMBER OF PLAYERS: 1

MATERIALS:
1 - 10" x 15" piece of posterboard
brads
2 - 5" diameter circles of posterboard
plastic bag

PLAYING DIRECTIONS:

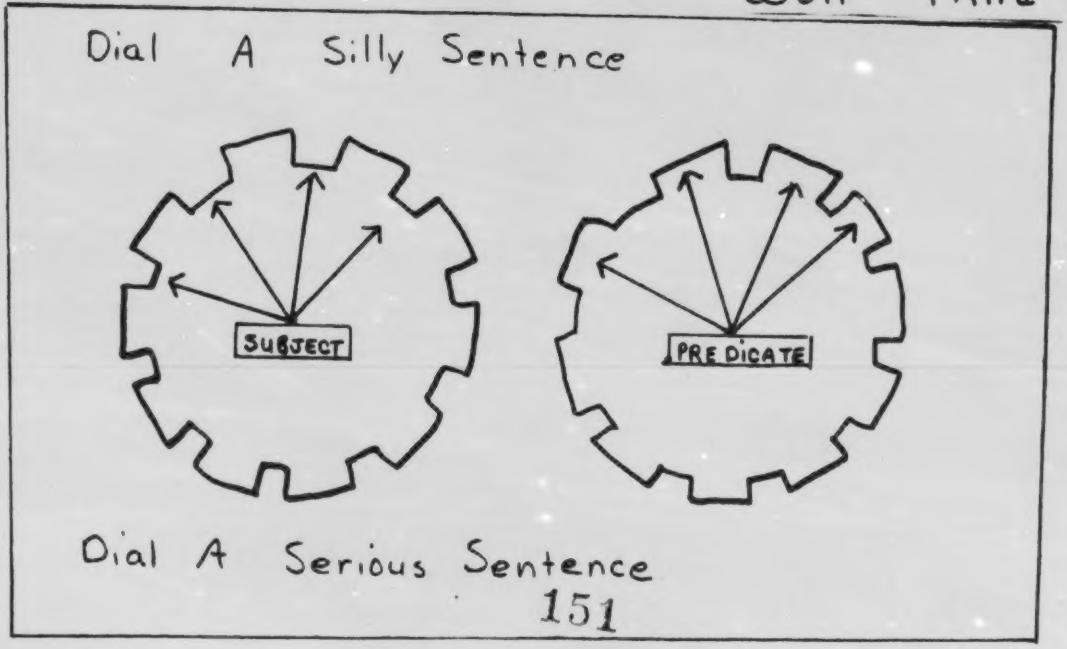
1. Take two of the same colored discs out of the bag.
2. Put the disc marked subject in the hole on the left of the board. Predicate disc on other hole.
3. Turn discs until a subject and a predicate make a correct sentence.
4. Sometimes its meaning will be serious but some correct sentences may also be silly.
5. May write sentence on worksheet.

SUGGESTIONS:

It is better to type the sentence parts and glue onto the wheel. You can get more words on by typing.

subject predicate
Example: His best skill was running the 50 yard dash

Our team won third place



TITLE: Grammar House

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

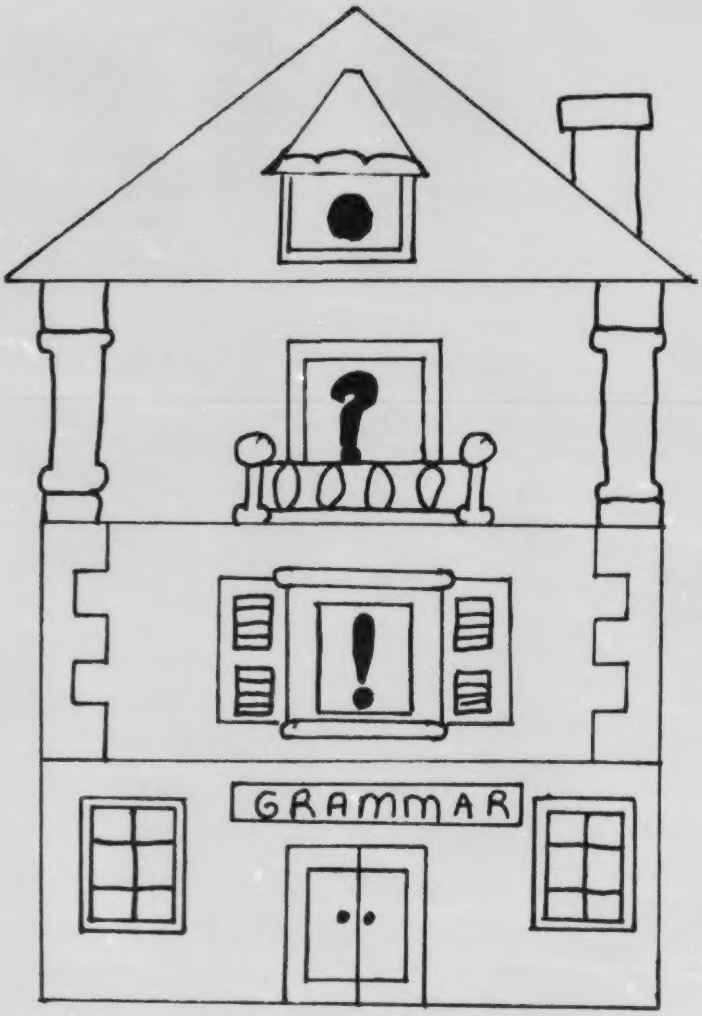
OBJECTIVE: Recognizing sentence types

NUMBER OF PLAYERS: 1 or 2

MATERIALS: 1 - 11" x 14" piece of posterboard
30 sentence cards

PLAYING DIRECTIONS:

1. Take cards from bag.
2. Read the sentence on the card.
3. Now decide what punctuation that sentence requires and place the card on that part of the grammar house.
4. Check the answer key.



Draw this picture on large piece of posterboard.

TITLE: Empire Punc. Strikes (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

OBJECTIVE: Punctuation

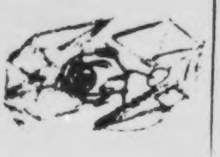
NUMBER OF PLAYERS; 1

MATERIALS:
file folder
worksheets
bar graph

PLAYING DIRECTIONS:
Select worksheet
Follow directions on the sheet
Work carefully
Record correct responses on bar graph

Sample worksheets follow

Empire Punc. Strikes

Number → Correct	1	2	3	4	5	6	7	8	9	10
										

Darth Vader

EMPIRE PUNC. STRIKES

Periods - Abbreviations

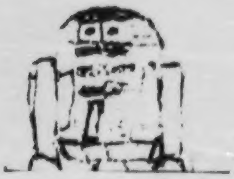
An Abbreviation is followed by a period.

qts. A.M. oz. P.M. Gen. Mr. W. A.D.
Mrs. Maj. yrs. Rd. Dr. lbs. N. B.C.
M.D. h.p. C.O.D. doz. St. hrs. S. Prof.
Ave. Jan. Feb. Mar. Apr. Aug. E. Sept.
Oct. Nov. Dec.

Rewrite these names or phrases using the abbreviations given above.

1. four dozen eggs ______________________________
2. 312 pounds ______________________________
3. December 7 ______________________________
4. General Lee ______________________________
5. Professor White ______________________________
6. Doctor John Davis______________________________
7. October 15, 1942 ______________________________
8. 2242 Pine Street ______________________________
9. Major Suan Jones ______________________________
10. Doctor of Medicine______________________________

R2D2



EMPIRE PUNC. STRIKES

Periods - Abbreviations

Place end punctuation and periods for abbreviations wherever necessary.

1. Dr Sawyer will be out till 3:00 A M

2. L S Nansen explored Greenland.

3. The earliest music known is that of the ancient Greeks and Romans, from about 500 B C to 300 A D

4. I want to go to Washinton D C this summer.

5. We should try our best to drive any faster than 50 m p h

6. U S forces were sent out in case of another alert.

7. Send the package C O D

8. She lives in the S W part of town.

9. She established a law office in Troy, N Y

10. Mr George Mason helped draft the Constitution.

Boba Fett

EMPIRE PUNC. STRIKES

Direct Quotations

Quotation marks always set off the exact words of a speaker. Periods and commas are usually place inside the quotation marks. Question and exclamation marks are placed inside the quotation marks if they pertain to the quotation.

Examples: "I'd like to help you," said Mary.
Susan cried, "My knees were shaking!"
"Will you answer me?" demanded Patty.
Who said, "I never met a person I didn't like"?

1. Obie said May the force be with you.
2. Tried, have you Yoda said to Luke.
3. Jeannette shouted We're over here.
4. Mr. McCarty said We should all take an interest in art.
5. Answer the phone she exclaimed.
6. Betty said Why must we go.
7. Patrick Henry said Give me liberty or give me death.
8. Time to get up mother said.
9. Let's go swimming Jimmy said.
10. Can you come with us Jeanne asked.

Storm Trooper

EMPIRE PUNC. STRIKES

Commas - Dates, City, and State

A comma separates the day of the month of the month from the year in a date. The name of a city is separated from the name of a state by a comma. A comma also follows the year of the state name when other words follow in the sentence.

Example: We arrived at Santa Fe, New Mexico, on March 3, 1976,
at about six o'clock.

1. Andrew Jackson seventh President of the U S studied law in Salisbury N C
2. On Feb 3 1013 Congress had the power to collect taxes.
3. They've moved to Long Beach California.
4. Have you ever been to Orlando Florida or Seattle Washington?
5. Susan and Jeff were married on May 20 1980.
6. The party is all set for Saturday April 10.
7. Lou Gehrig played first base for the Yankees and lived in New York New York.
8. We're going to see that movie next Saturday May 11.
9. A volcano erupted at Mt Rainier located in Washington.
10. Where would you prefer to go Lake Placid Florida or Palm Beach Florida.

Tie Fighter

EMPIRE PUNC. STRIKES

End Punctuation

Marks that are placed at the ends of sentences are called end punctuation marks. These are the period, the question mark, and the exclamation point.

A period follows a declarative sentence. A question mark follows an interrogative sentence. An exclamation point follows an exclamatory sentence. A period or an exclamation point follows an imperative sentence.

1. Please don't talk when I'm speaking

2. Why don't you go to the store

3. When we arrived, all the tickets were sold

4. Aha, I caught you

5. Where did you find that

6. Look at that beautiful picture

7. The rain is pouring down

8. Help Help My moter fell down the stairs

9. Its snowing

10. Wow that is really neat

X Wing Fighter

EMPIRE PUNC. STRIKES

Commas in a Series

A comma is used to separate words in a series. Sometimes the series may be phrases or clauses.

Example: We enjoyed mathematics, music, and physical education.

1. We enjoyed mathematics health and physical education.
2. The four seasons are summer autumn winter and spring.
3. The parts of a business letter are the date inside address greeting body closing and signature.
4. I love strawberry chocalate and vanilla ice-cream.
5. You can have cake pie or ice cream.
6. The plane goes to Kansas Oklahoma and Texas.
7. The chairman chose Susan Jeff and Marsha to plan the party.
8. The sad old clown really caused an uproar.
9. The mail must go through rain sleet wind or hail.
10. Leslie washed the dishes scrubbed the floor and washed the clothes.

TITLE: Select the Sentence Structure

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

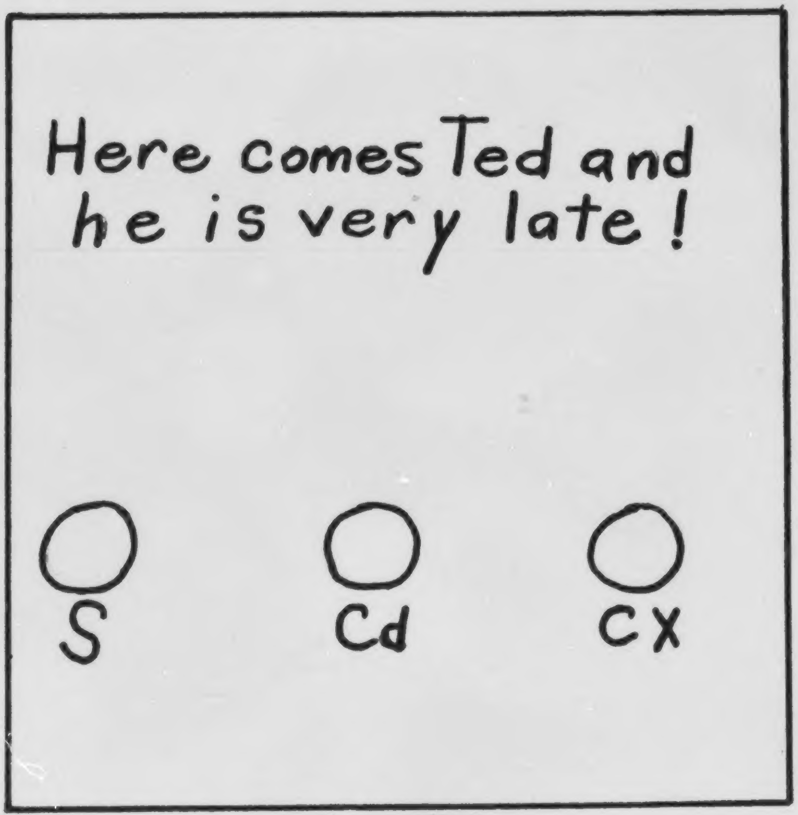
OBJECTIVE: Identify sentences according to structure

NUMBER OF PLAYERS: 1

MATERIALS: 25 - 3" x 5" cards
golf tee

PLAYING DIRECTIONS:

1. Take cards from bag.
2. Read sentence and decide whether it is a simple, compound or complex sentence.
3. Insert your golf tee in the answer you believe is correct.
4. Turn card over, if your answer is correct it will have a circle around it.


Here comes Ted and he is very late!
S
Cd
CX

TITLE: Play by Play

SPARC*

SUBJECT AREA: Language arts

GRADE LEVEL: Intermediate

OBJECTIVE: Learning sequencing

NUMBER OF PLAYERS: 1

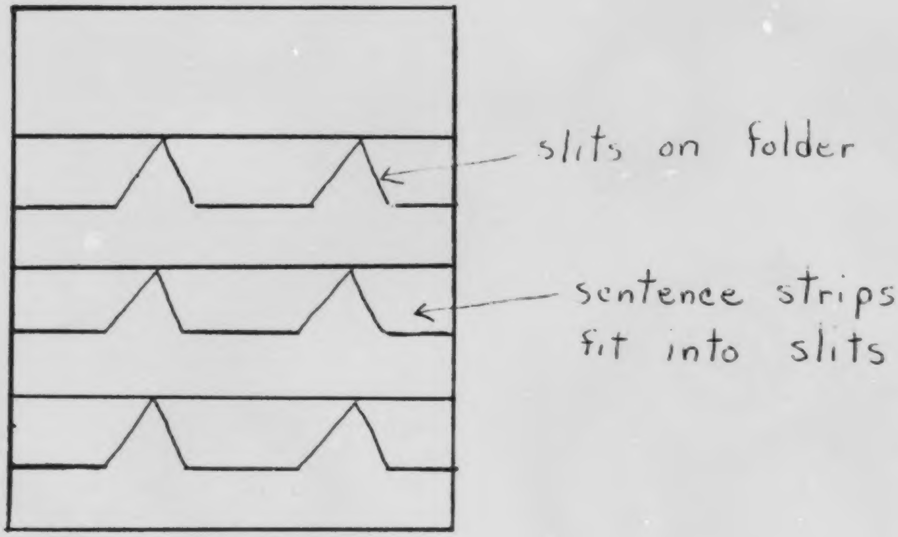
MATERIALS:
File folder
1¼" x 11" sentence strips (Write each sentence from a paragraph or set of directions on a sentence strip. Scramble the sentences and put a number on each strip - not in order .
answer key - use numbers on strips to show correct order.

PLAYING DIRECTIONS:

1. Put sentence strips in correct order.
2. Check answer key.

SUGGESTIONS:

Laminate strips.
Cut slits in folder for strips to fit into.

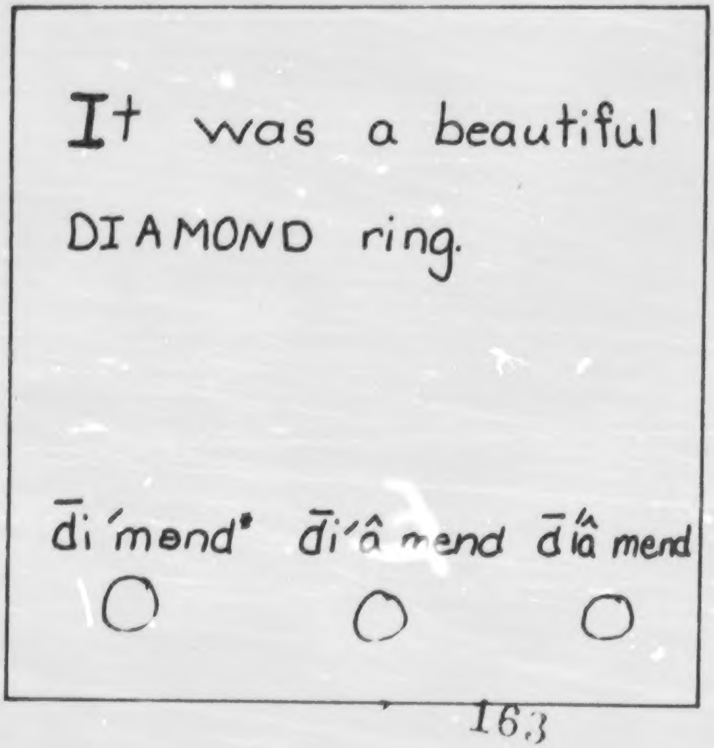


TITLE: Dictionary Skills	**SPARC***
SUBJECT AREA: Language Arts	**GRADE LEVEL:** Intermediate
OBJECTIVE: Learn dictionary skills	**NUMBER OF PLAYERS:** 1

MATERIALS: 10 - 6" x 6" pieces of posterboard
golf tee

PLAYING DIRECTIONS:

1. Take cards out of bag.
2. Read the sentence on the card.
3. Now look at the word that is capitalized. If you do not know this word look in the dictionary for the correct pronunciation.
4. Insert the golf tee or a pencil into the correct word, turn over the card. If there is a circle on the back of that word you are correct.



It was a beautiful
DIAMOND ring.

d̄i´mənd* d̄i´â mend d̄ ĺâ mend

○ ○ ○

TITLE: So....Where's the Word? (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

OBJECTIVE: Dictionary skills using guide words

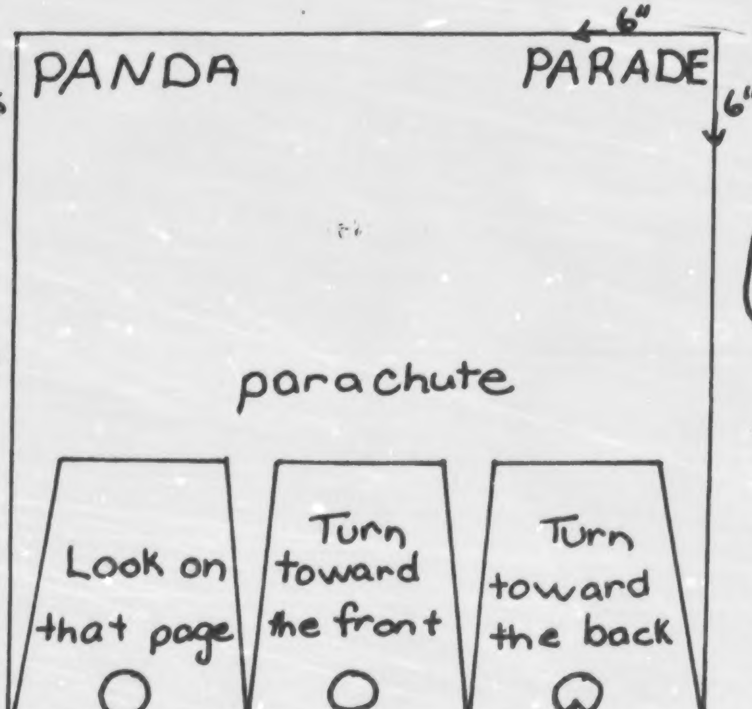
NUMBER OF PLAYERS: 1

MATERIALS:
file folder
golf tee
posterboard
paper punch
plastic bag

PLAYING DIRECTIONS:

1. Take the pieces out of the bag.
2. You will see two words at the top of the cards. These are guide words that are found at the top of the pages in a dictionary.
3. Look at the word below the guide words. Determine where the word would be found. Poke the golf tee in that hole. Turn the card over. If the hole with the golf tee in it has a colored circle around it, your answer is correct.

Put directions on left side of inside of file folder, fasten plastic bag on right side to put cards in.


6"
PANDA
PARADE
6"
parachute
Look on that page
Turn toward the front
Turn toward the back

(example of cards)

punch out

TITLE: Card Catalog (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

OBJECTIVE: Using the card catalog

NUMBER OF PLAYERS: 1

MATERIALS: file folder
2 cards from a library card catalog; a title card and an author card

PLAYING DIRECTIONS:

Inside on left of file folder put title card at top with the following questions written on the folder.

1. Which card is this, an author or title card?
2. How many pages does the book have?
3. Who is the author?
4. What is the date of publication?
5. Who is the publisher?
6. Who illustrated the book?

Inside on right of file folder put the author card at top with the following questions written on the folder.

1. What is the title of the book?
2. Who is the author?
3. Who is the illustrator?
4. How many years ago was it published?
5. Does it contain illustrations?
6. Who was ________? (main subject)

SUGGESTIONS:

Make up your own questions for your students. Use a dictionary and ask questions about it. You could do the same for atlas, world books, etc.

TITLE: Dewey Decimal Dilemma

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

OBJECTIVE: Learning library skills

NUMBER OF PLAYERS; 1

MATERIALS: file folder

DIRECTIONS:

Below are some book titles that can't find their shelves. Find the correct hundred section for each book.

The Dewey Decimal system arranges books according to their general subject:

R 000's	GENERAL WORKS
100's	PHILOSOPHY AND PSYCHOLOGY
200's	RELIGION
300's	SOCIAL SCIENCE
400's	LANGUAGE
500's	SCIENCE
600's	APPLIED SCIENCE & USEFUL ARTS
700's	FINE ARTS AND RECREATION
800's	LITERATURE
900's	BIOGRAPHY, GEOGRAPHY, HISTORY

EXAMPLE;

Earthquakes -(500's)
The Story of Helen Keller -(900's)
Paintings by Rembrandt -(700's)

TITLE: Persons, Places, and Things

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

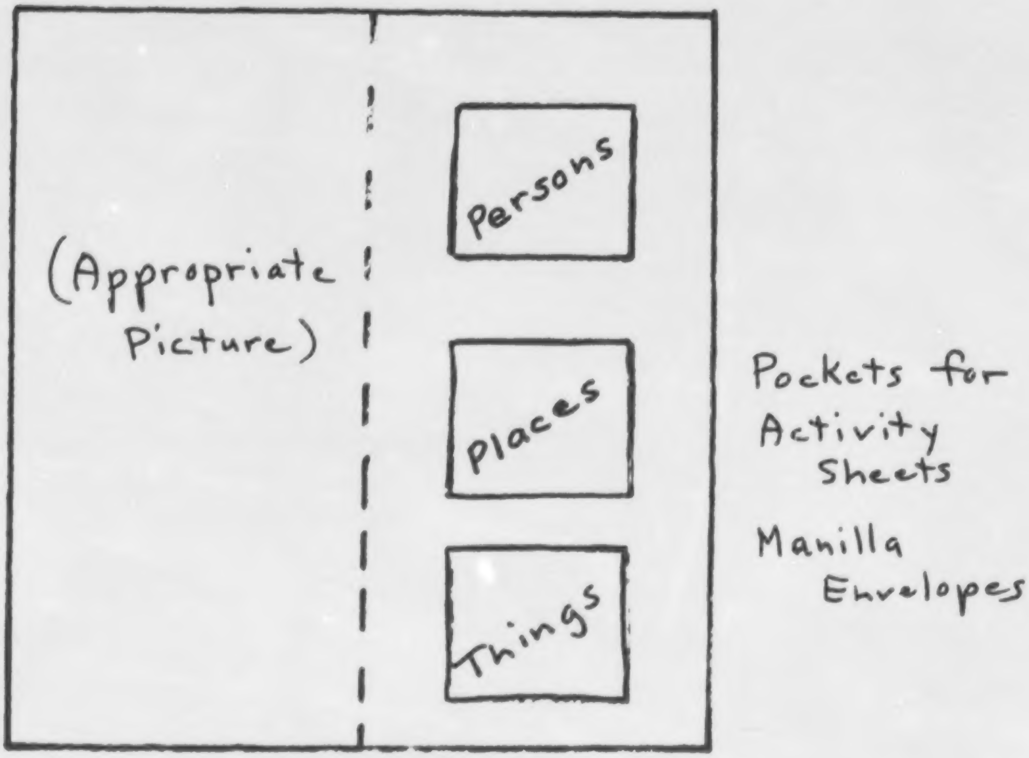
OBJECTIVE: Research skills (encyclopedia)

NUMBER OF PLAYERS: Individual activities

MATERIALS: 1 - 22" x 14" hinged piece of posterboard
activity sheets (see following pages)

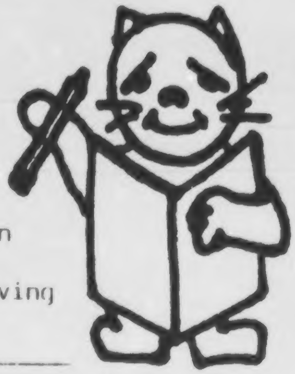
PLAYING DIRECTIONS:

1. Take an activity sheet out of the pocket.
2. Use an encyclopedia to complete the sheet.


(Appropriate Picture)
Persons
Places
Things
Pockets for Activity Sheets
Manilla Envelopes

Example on back

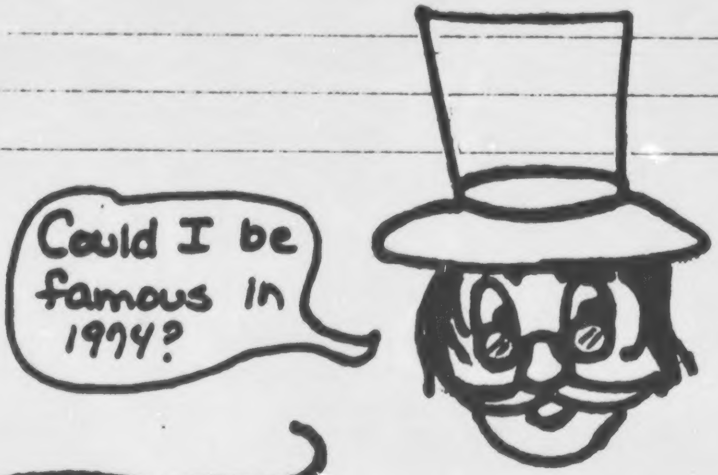
TITLE: Persons, Places, and Things (cont.) **SPARC***

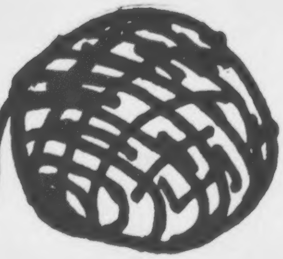


EXAMPLE FOR PERSONS:

Use the encyclopedia to locate this information

1. Choose a famous person who is no longer living to write about. The famous person is ____________________
2. He (or she) is famous because ____________________
____
____
3. This person was born in __________ and died in __________.
4. How many paragraphs did you find about this person? __________
5. Do you think the amount of information written about a person indicates how famous or important the person is? __________
6. Could this person be famous today? ____________________
7. Why? ____________________
____
____


Could I be famous in 1994?



Make a list of the questions you would ask this person if he were living today and you were a newspaper reporter interviewing him.

TITLE: Multiple Meaning Ice Cream Cones

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

OBJECTIVE: Word meanings

NUMBER OF PLAYERS: 1 or 2

MATERIALS: 2½" x 5" piece of posterboard
plastic bag

PLAYING DIRECTIONS:

1. Take the game pieces out of the bag.
2. Place the cones on your desk.
3. Take one of the ice cream dips and match it to the cone with the word on it that fits.

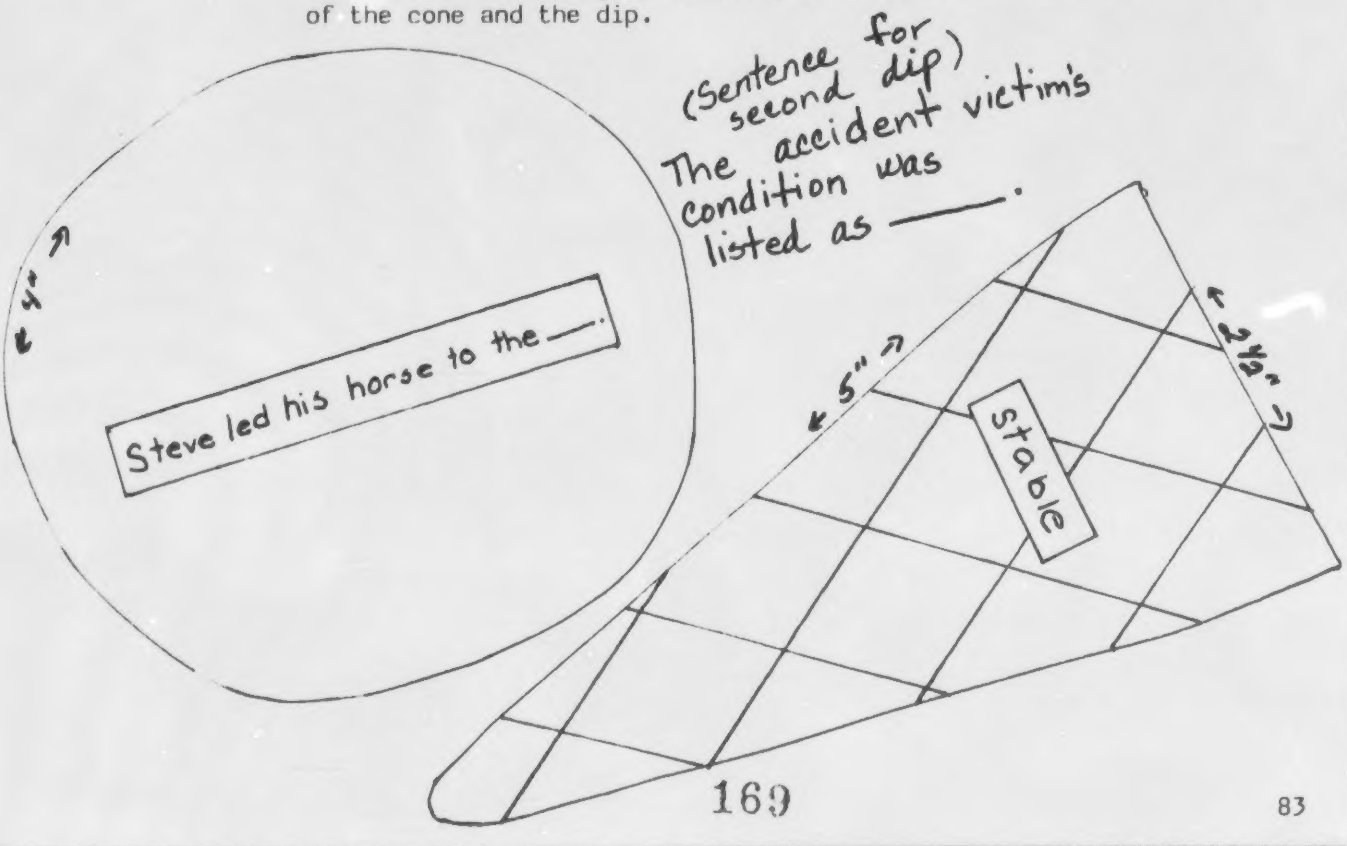
Example sentences:

Mary put her plate in the kitchen ________________. sink
The submarine will _______into the ocean soon.

He put the bug on a microscope___________. slide
The kids will ________ down the hill.

SUGGESTIONS:

Make it self-checking by matching the numbers on the back of the cone and the dip.



(Sentence for second dip)
The accident victim's condition was listed as ____.

TITLE: Choose the Right Meaning

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

OBJECTIVE: How to use a word correctly

NUMBER OF PLAYERS: 1

MATERIALS: 10 - 3" x 10" pieces of posterboard
golf tee

PLAYING DIRECTIONS:

1. Take cards from bag.
2. Many words have more than one meaning. The underlined words in the sentences are those which do have several meanings. After reading the sentence, read the meanings on the side.
3. Decide which is correct, and insert the golf tee or pencil into the correct meaning. If you are correct there will be a circle on the back.

It is terribly close in school today.

warm and stuffy ○
intimate ○
nearly equal ○

TITLE: Kangaroo Words (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

OBJECTIVE: Word recognition

NUMBER OF PLAYERS; Individual activity

MATERIALS: file folder

PLAYING DIRECTIONS:

As you know, a mother kangaroo hides her baby in a pouch. Hidden in the words on the opposite page are small words. See if you can pick them out. Copy the word on a sheet of paper, beside it write the little word or words. Example: MATHEMATICS = mat, the, at, he, hem
P.S. See if you can make a list of words that have little words in the big words.

EXAMPLES OF KANGAROO WORDS:

feast = east, as
torn = to, or
today = to, day
chant = an, ant
father = fat, at, her
brother = rot, broth, other, her
frighten = fright, right, rig, ten
porcupine = or, cup, up, pin, in, pine
flowers = flow, low, owe, we
hippopotamus = hip, pop, pot, am, us
basketball = basket, as, ask, bask, ball, all
feather = feat, eat, at, her, the
another = an, not, other, the her
combination = comb, bin, in, nation, at on, a
shallow = shall, hall, all, low, hallow
locate = cat, at, ate
caterpillar = cat, at, pill, ill, pillar
cheating = cheat, heat, eat, at, tin, in
boats = oats, at
stop = to, top, sop
string = ring, in
basket = as, ask, bask
finish = fin, in, is

SUGGESTIONS:

Put picture of kangaroo on front of file folder, directions and words on inside. Can include answer key on back.

TITLE: More Than One Meaning

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

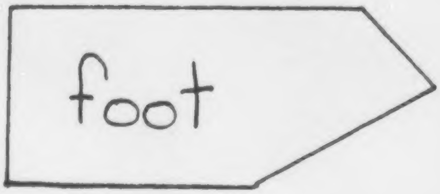
OBJECTIVE: Multiple meanings of words

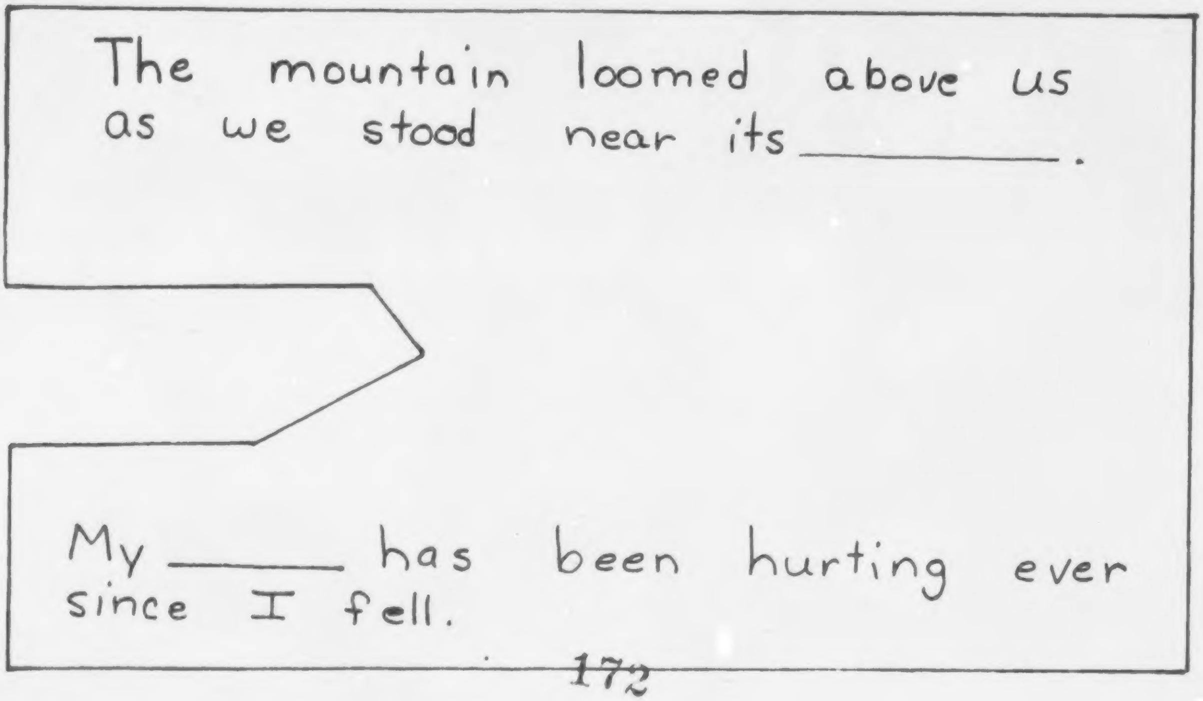
NUMBER OF PLAYERS: 1

MATERIALS: 1 - 7" x 7" piece of posterboard for each multiple meaning word
plastic bag

PLAYING DIRECTIONS:

1. Take the game pieces out of the plastic bag.
2. Read both sentences on one of the large pieces of posterboard. There is a word missing in each sentence. The same word will fit in both sentences since the word has more than one meaning. Try to find the word on one of the small cardboard pieces.
3. If it fits into the cut-out in the large piece, you are correct.





The mountain loomed above us as we stood near its ________.

My ______ has been hurting ever since I fell.

TITLE: Vocabulary Wheel

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

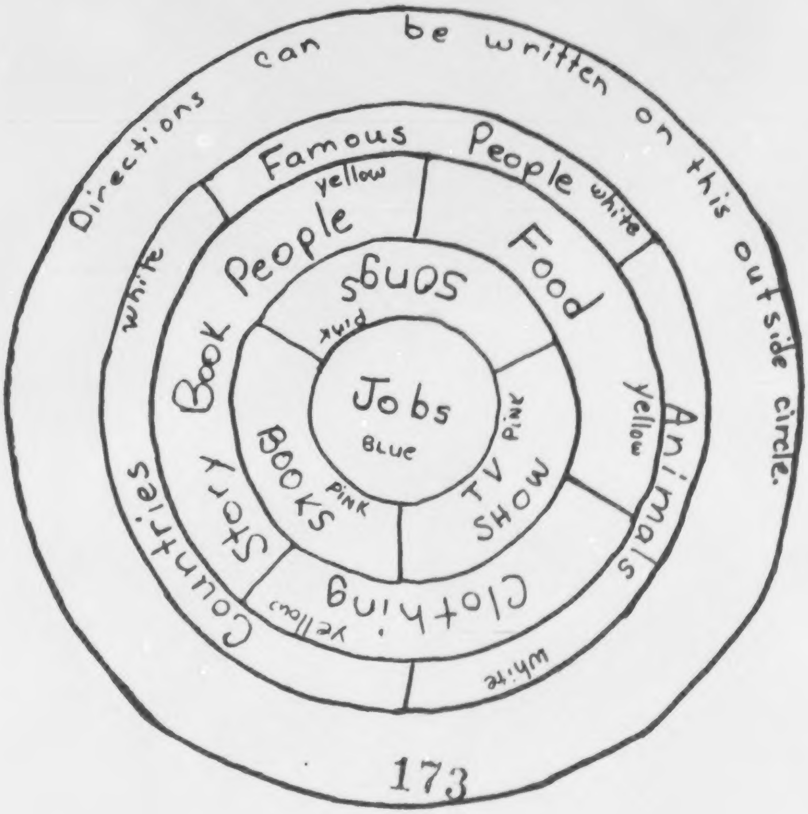
OBJECTIVE: Expand vocabulary

NUMBER OF PLAYERS: up to 4

MATERIALS: 13" in diameter pizza disc
4 dice with alphabet letters on them

PLAYING DIRECTIONS:

1. Each player rolls his die across gameboard.
2. When the die lands in any area, player must think of a word that fits that category and begins with the letter showing on the die.
3. If a player can think of a word to fit, he or she scores accordingly:
   1 point - blue
   2 points - pink
   3 points - yellow
   4 points - white


Directions can be written on this outside circle.
Famous People
white
yellow
Food
Songs
pink
Jobs
Blue
TV SHOW
PINK
Book People
Story BOOKS
PINK
yellow
Animals
Clothing
yellow
Countries
white
white

TITLE: Plurals (File Folder Center)	**SPARC***
SUBJECT AREA: Language Arts	**GRADE LEVEL:** Intermediate
OBJECTIVE: Plurals	**NUMBER OF PLAYERS;** no more than 3

MATERIALS:
file folder
universal game board (made on folder)
spinner
10 - 2" x 4" cards for Chance cards
game markers

PLAYING DIRECTIONS:

1. Put the Chance cards face down on the Chance card space.
2. Spin the spinner and move your marker that number of spaces.
3. Read aloud the word printed on that space and spell the plural of that word.
4. If you land on a Chance space, draw a card, read it aloud and do what it says to do.

SUGGESTIONS:

Include answer key on back of folder.

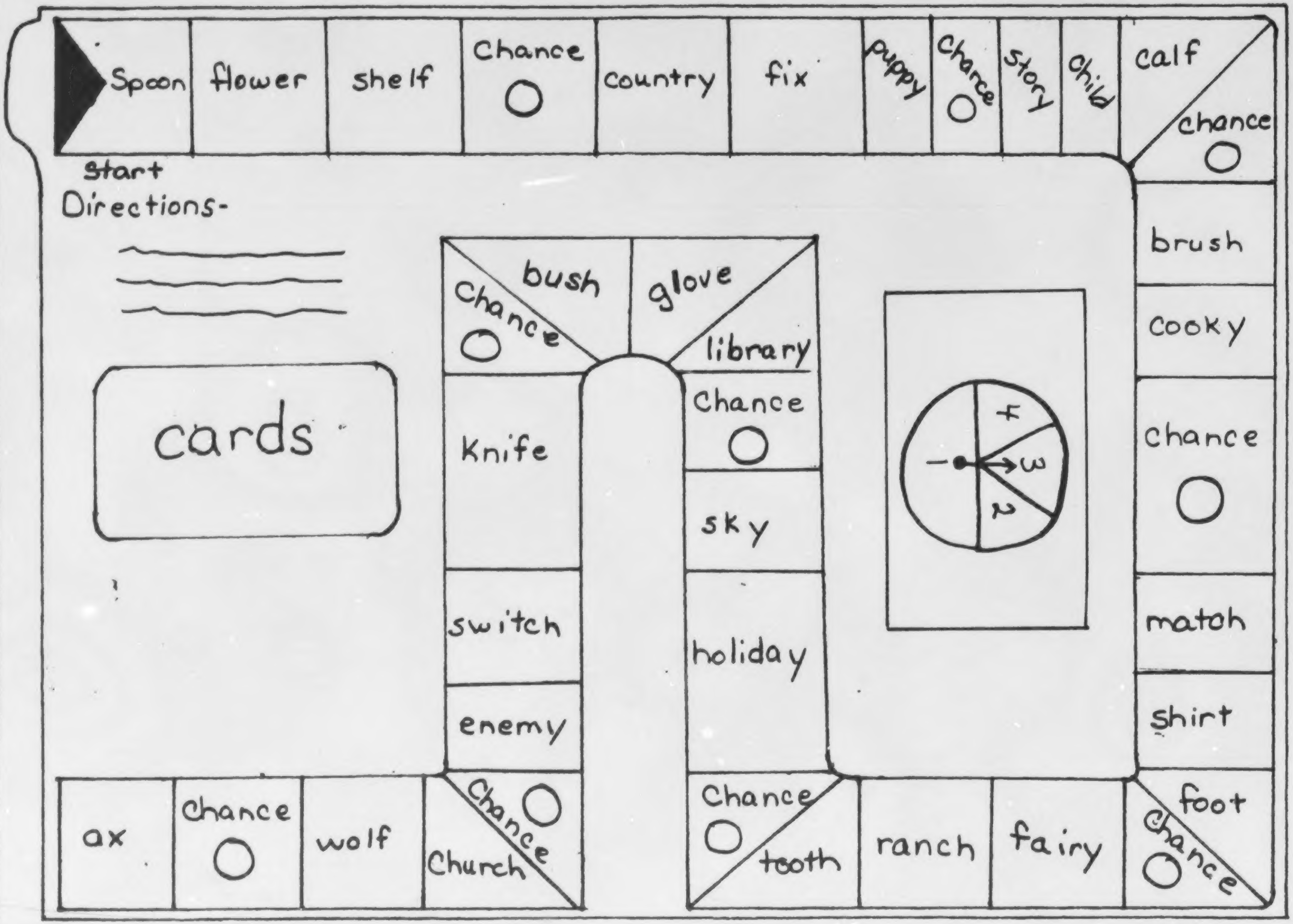
EXAMPLES OF CHANCE CARDS:

Take an extra turn.
Lose a turn.
Go back to the last Chance space.
Spell the day of the week today.
Spell the state you live in.
Name the four seasons.
Spell the day that follows Tuesday.
Spell the month of Christmas.

Pattern on back

SPARC*

TITLE: Plurals File Folder Center (cont.)


Start
Spoon
flower
shelf
Chance
country
fix
puppy
Chance
story
child
calf
chance
brush
cooky
chance
match
shirt
foot
Chance
fairy
ranch
tooth
Chance
Chance
Church
wolf
Chance
ax
enemy
switch
knife
Chance
bush
glove
library
Chance
sky
holiday
Directions-
cards
1
2
3
4

TITLE: Frosty and Drippy

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

OBJECTIVE: Plurals

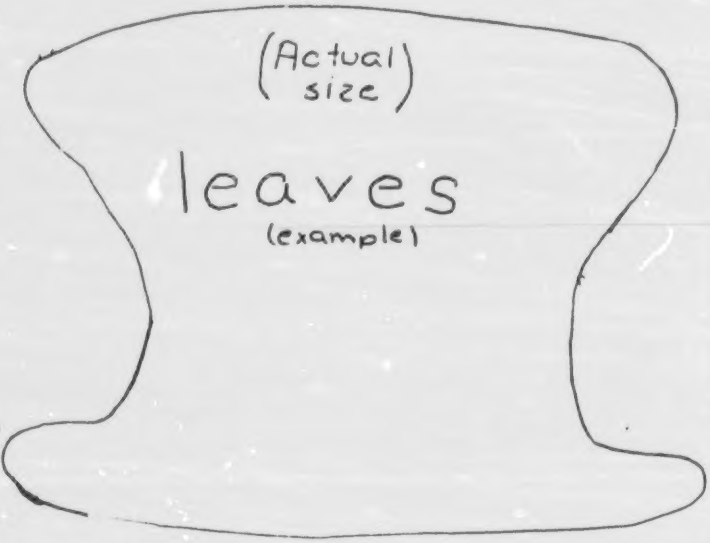
NUMBER OF PLAYERS: 1 or 2

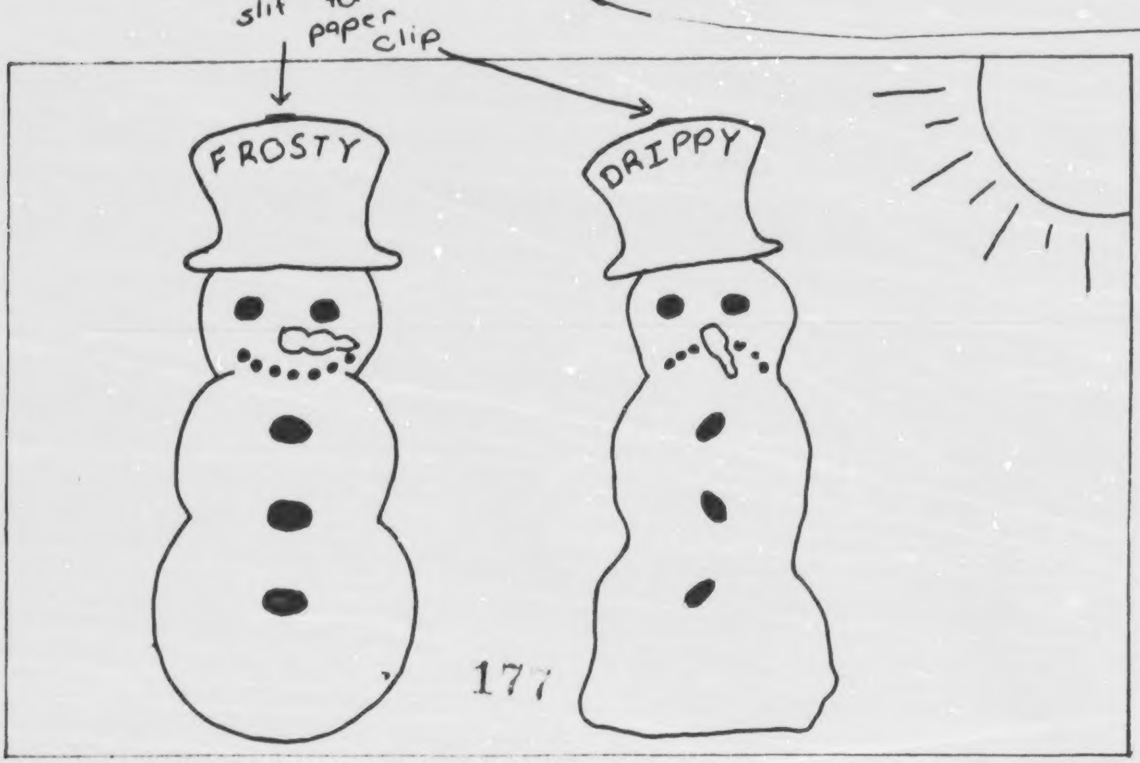
MATERIALS: 1 - 14" x 22" posterboard
31 - 3" x 4" pieces of posterboard
plastic bag

PLAYING DIRECTIONS:

1. Place the correct hats on Frosty.
2. Place the incorrect hats on Drippy

SUGGESTED WORDS:
leaves, brushes, dresses, ponies, taxes, toys, matches, calves, lambes, halfs, loaves, shelves, monkeys, wives, witches, kittens, zoos, thieves, boxes, knives, candies, dreames, donkeies, copies, wolves, wolfs, ladys, peaches, wishes, boxs, partys, buses


(Actual size)
leaves
(example)


slit for paper clip
FROSTY
DRIPPY

TITLE: Post A Letter

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

OBJECTIVE: Plurals

NUMBER OF PLAYERS: 1

MATERIALS:
1 - 14" x 22" piece of posterboard with 4 mailboxes (see pattern)
3" x 5" word cards

PLAYING DIRECTIONS:

Show how to form the plural of these words by sorting the word cards and placing them in the slots of the four mailboxes marked:

1. Add s
2. Add es (after words that end in s, x, y, sh, ch)
3. Change y to i - add es
4. Change f to v - add es

SUGGESTIONS:

Include an answer key to make this game self-checking.

WORD LIST EXAMPLES:

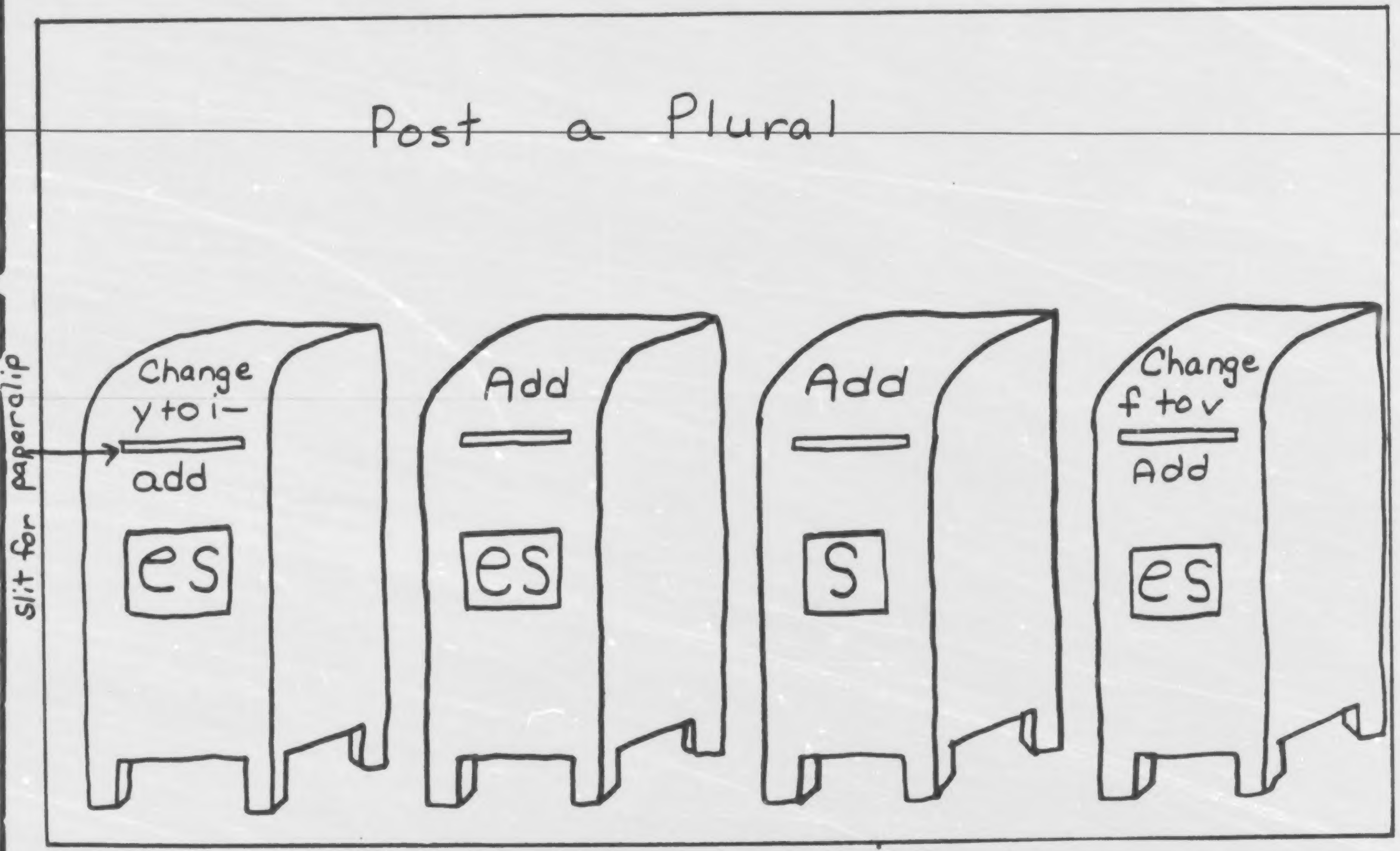
dress
watch
wish
school
store
pony
desk
street
key
coach
glass
finger
knife
state
elf
brush
city
baby
flag

holiday
inch
paper
puppy
army
turkey
church
class
lunch
wolf
penny
boy
party
country
valley
army
box

Pattern on back

SPARC*

TITLE: Post A Letter (Cont.)


Post a Plural
slit for paperclip
Change y to i – add
es
Add
es
Add
S
Change f to v
Add
es

TITLE: Brief Grief (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

OBJECTIVE: Spelling ie/ei rule

NUMBER OF PLAYERS; 2 plus a leader

MATERIALS:
file folder
1 die
2 game markers
universal game board
33 skill cards (see below)
8 Chance cards (see below)

PLAYING DIRECTIONS:

1. Roll the die.
2. Take as many SKILL CARDS as the number you rolled and tell whether the missing letters should be IE or EI. If you are correct, move as many spaces as the number you rolled. Suppose you rolled a 3, take 3 SKILL CARDS. If you spell all 3 words correctly, move 3 spaces. If you could not correctly spell all 3 words, move as many spaces as the number of words you could spell correctly.

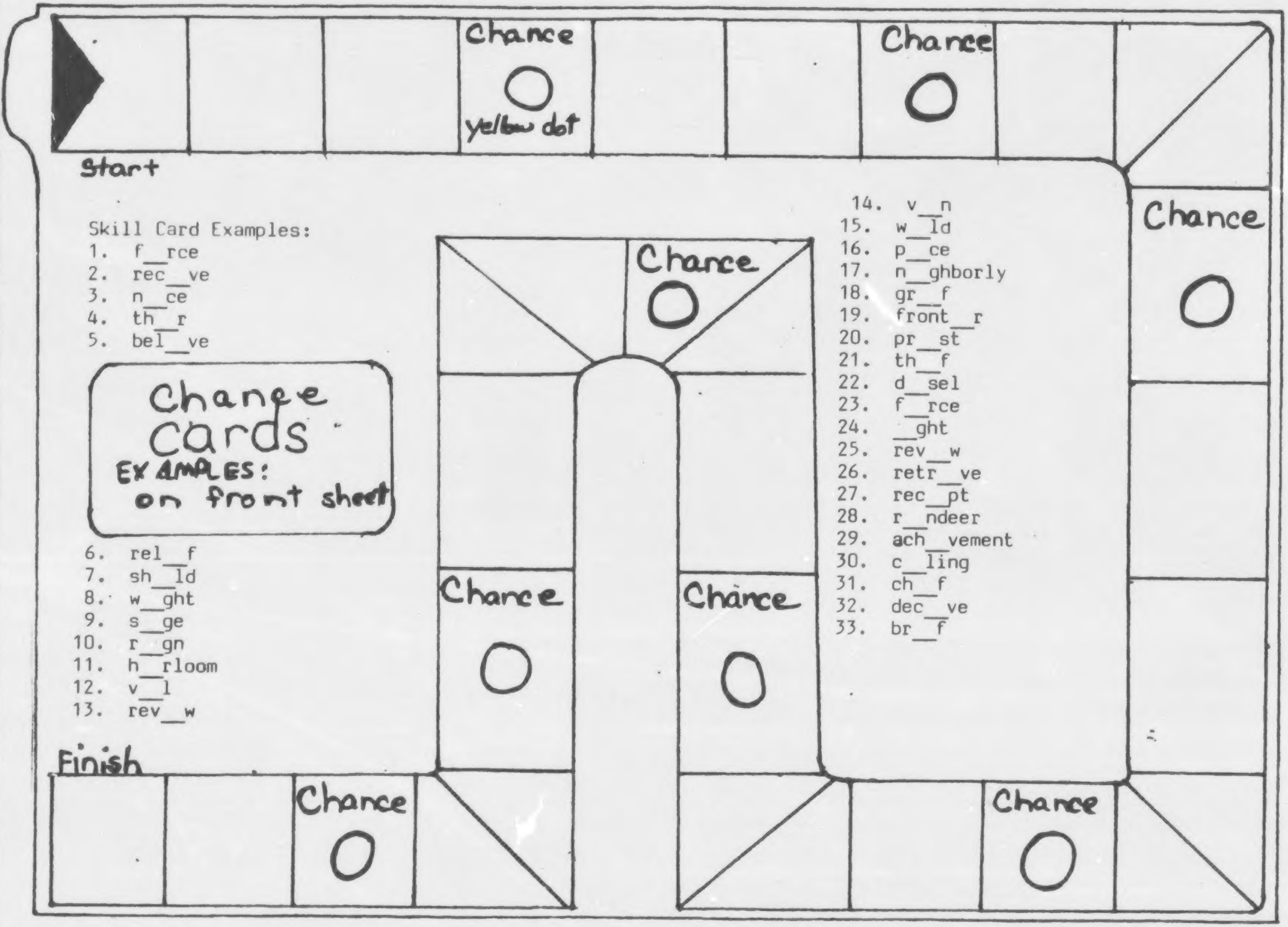
SUGGESTIONS:

Number the skill and Chance cards to an answer key in pocket on back of file folder.
Print the ie/ei rule by the gameboard. Rule: I before E except after C or when sounded like A as in NEIGHBOR or WEIGH.

CHANCE CARD EXAMPLES:

1. What do you call the top of the room which connects all four walls? Spell it by writing it down.
2. Cows moo, cats meow, dogs bark. What do horses do?
3. If QUICK SADNESS is BRIEF GRIEF, what do you call the number one man in a gang of robbers? (Clue: it rhymes with BRIEF GRIEF).
4. Go ahead five spaces if you can spell 18th.
5. Arteries carry fresh blood from the heart. What carries "tired blood" back to the heart and lungs? Spell it.
6. What did knights carry to protect themselves from enemy swords?
7. What animals pull Santa's sled? How many are there? What's another name for his big sled? Write down all three answers.

Pattern on back


Start
Chance
yellow dot
Chance
Chance
Chance
Chance
Chance
Chance
Chance
Chance cards
EXAMPLES:
on front sheet
Finish

Skill Card Examples:

1. f__rce
2. rec__ve
3. n__ce
4. th__r
5. bel__ve
6. rel__f
7. sh__ld
8. w__ght
9. s__ge
10. r__gn
11. h__rloom
12. v__l
13. rev__w
14. v__n
15. w__ld
16. p__ce
17. n__ghborly
18. gr__f
19. front__r
20. pr__st
21. th__f
22. d__sel
23. f__rce
24. __ght
25. rev__w
26. retr__ve
27. rec__pt
28. r__ndeer
29. ach__vement
30. c__ling
31. ch__f
32. dec__ve
33. br__f

TITLE: Letter Spin

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

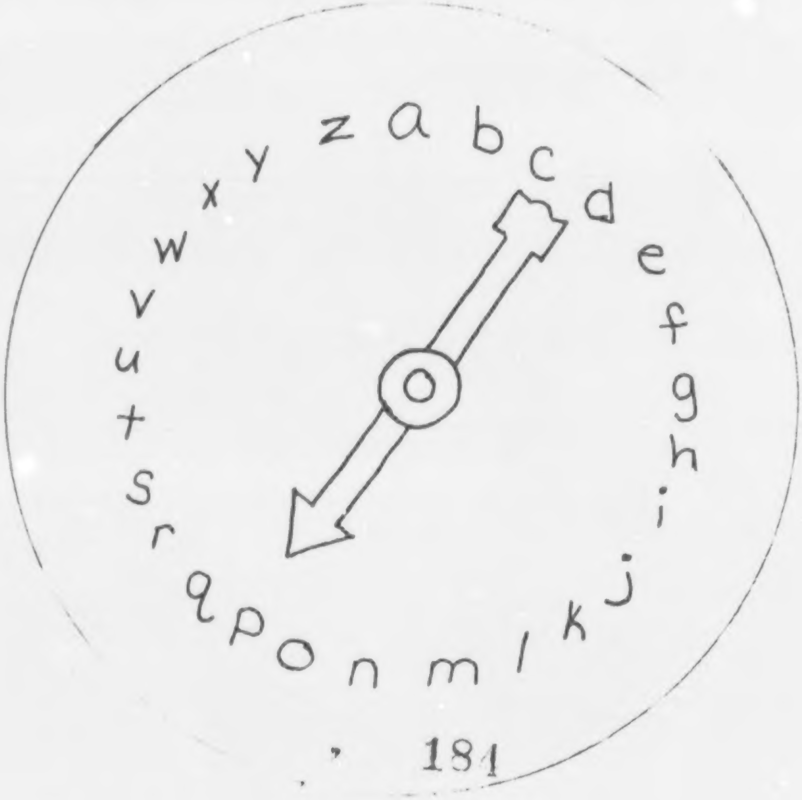
OBJECTIVE: Spelling

NUMBER OF PLAYERS: 2 or more

MATERIALS: 1 9" in diameter piece of posterboard
1 spinner

PLAYING DIRECTIONS:

1. Each player has 10 turns to spin.
2. Write down a letter each time.
3. Try to make as many words as possible from your letters.
4. Scoring: 2 points for 2 letter words
   3 points for 3 letter words
   4 points for 4 letter words
   5 points for 5 letter words
5. High score wins.



TITLE: Main Line to the Moon

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary or Intermediate

OBJECTIVE: Main idea of paragraph

NUMBER OF PLAYERS: 2

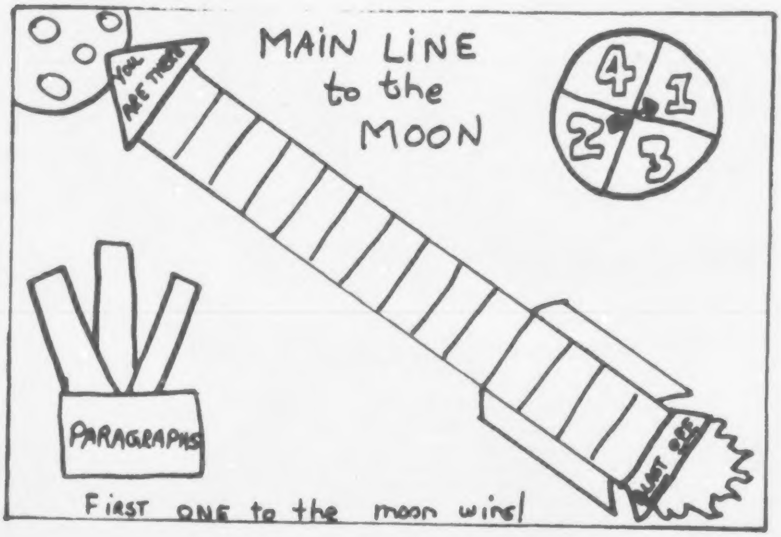
MATERIALS:
1 - 14" x 22" piece of posterboard
spinner or die
paragraphs cut from old magazine, textbooks, or workbooks
construction paper
game markers

PLAYING DIRECTIONS:

Pick a paragraph and read it. Write or tell the main idea. If correct, spin to see how many spaces to move. first one to the moon wins!

SUGGESTIONS:

Cut paragraphs from old magazine, textbooks, or workbooks and mount them on construction paper. Write the main idea on the back.


MAIN LINE
to the
MOON
YOU ARE THERE
4
1
2
3
PARAGRAPHS
BLAST OFF
FIRST ONE to the moon wins!

TITLE: Hoist the Mainsail (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

OBJECTIVE: Main idea of a paragraph

NUMBER OF PLAYERS: 1

MATERIALS: file folder
construction paper
plastic bag
paragraphs cut from old workbooks, textbooks, or the newspaper

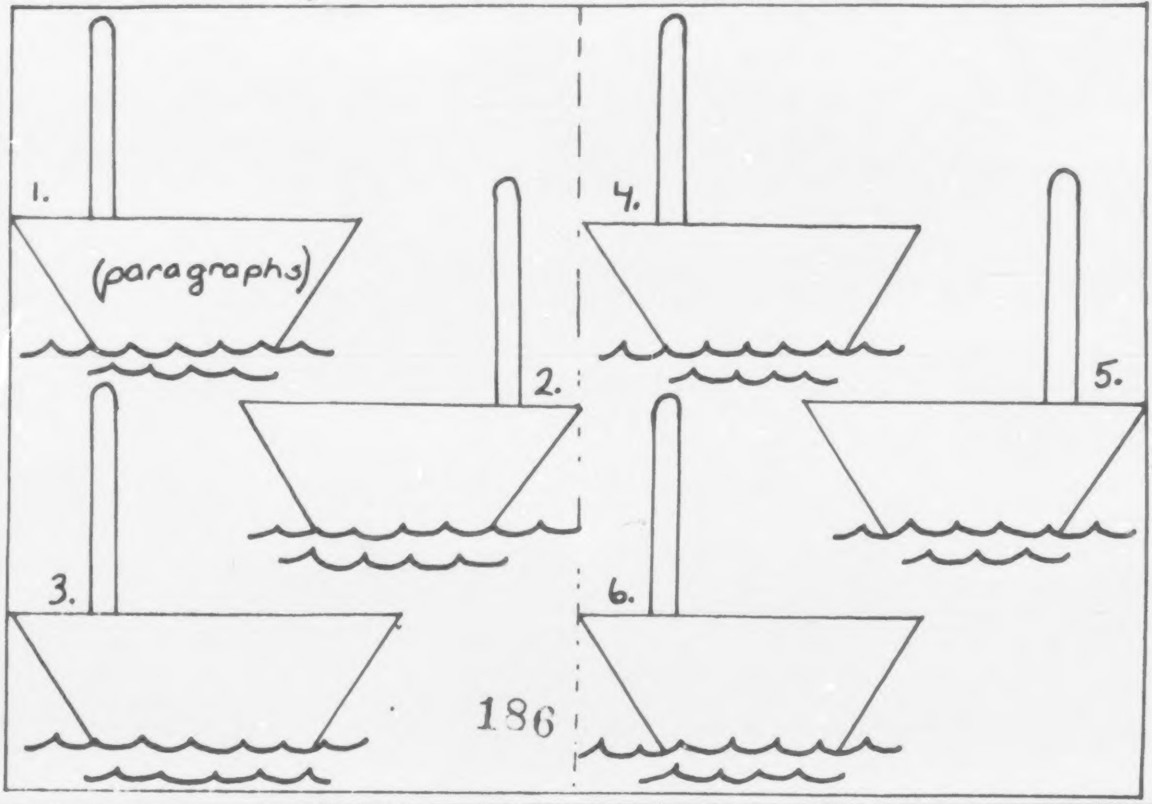
PLAYING DIRECTIONS:

1. Take the sails out of the bag.
2. Read the paragraph on the first boat.
3. Find a sail which has the main idea of that paragraph on it.
4. Place the sail on the mast of that boat.
5. If the number on the back of the sail is the same as the number next to the boat, you are correct.

SUGGESTIONS:

Do not make the boats and sails the same color.

Cut out triangles of construction paper for sails



TITLE: Compose a Gold Record

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

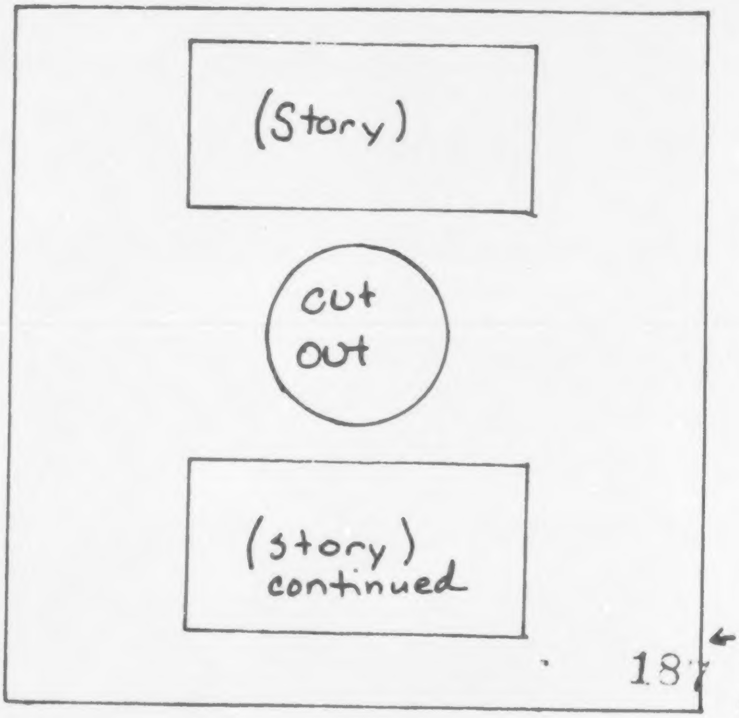
OBJECTIVE: Reading Comprehension

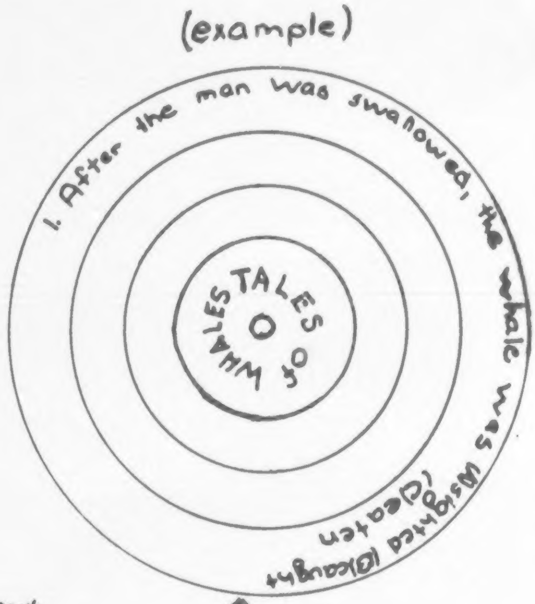
NUMBER OF PLAYERS: 1

MATERIALS:
2 - 13" x 13" pieces of posterboard for record cover
1 - 12" in diameter piece of posterboard
2 stories out of any book
1 crayon
1 plastic bag
1 small piece of posterboard for answer key

PLAYING DIRECTIONS:

1. Read the story on the jacket of the record.
2. Take the gold record out of its jacket.
3. Without referring back to the story, read each of the sentences in a circular fashion on the record. Choose one of the suggested answers which best completes the sentence.
4. Circle your answers with the crayon provided. Check your answers with the answer key.
5. If you have made a mistake go back to the story and find the correct fact.
6. Erase your answers with a damp towel.


(Story)
cut out
(story) continued


(example)
1. After the man was swallowed, the whale was (disgusted (caught (eaten
TALES of WHALES

← put 1 story on other side

↑ put 1 story on other side

TITLE: Circle Sequence	**SPARC***
SUBJECT AREA: Language Arts	**GRADE LEVEL:** Intermediate
OBJECTIVE: Literal Comprehension	**NUMBER OF PLAYERS;** 1

MATERIALS: 1 - 12" piece of posterboard
1 small piece of posterboard for game directions
1 plastic bag

PLAYING DIRECTIONS:

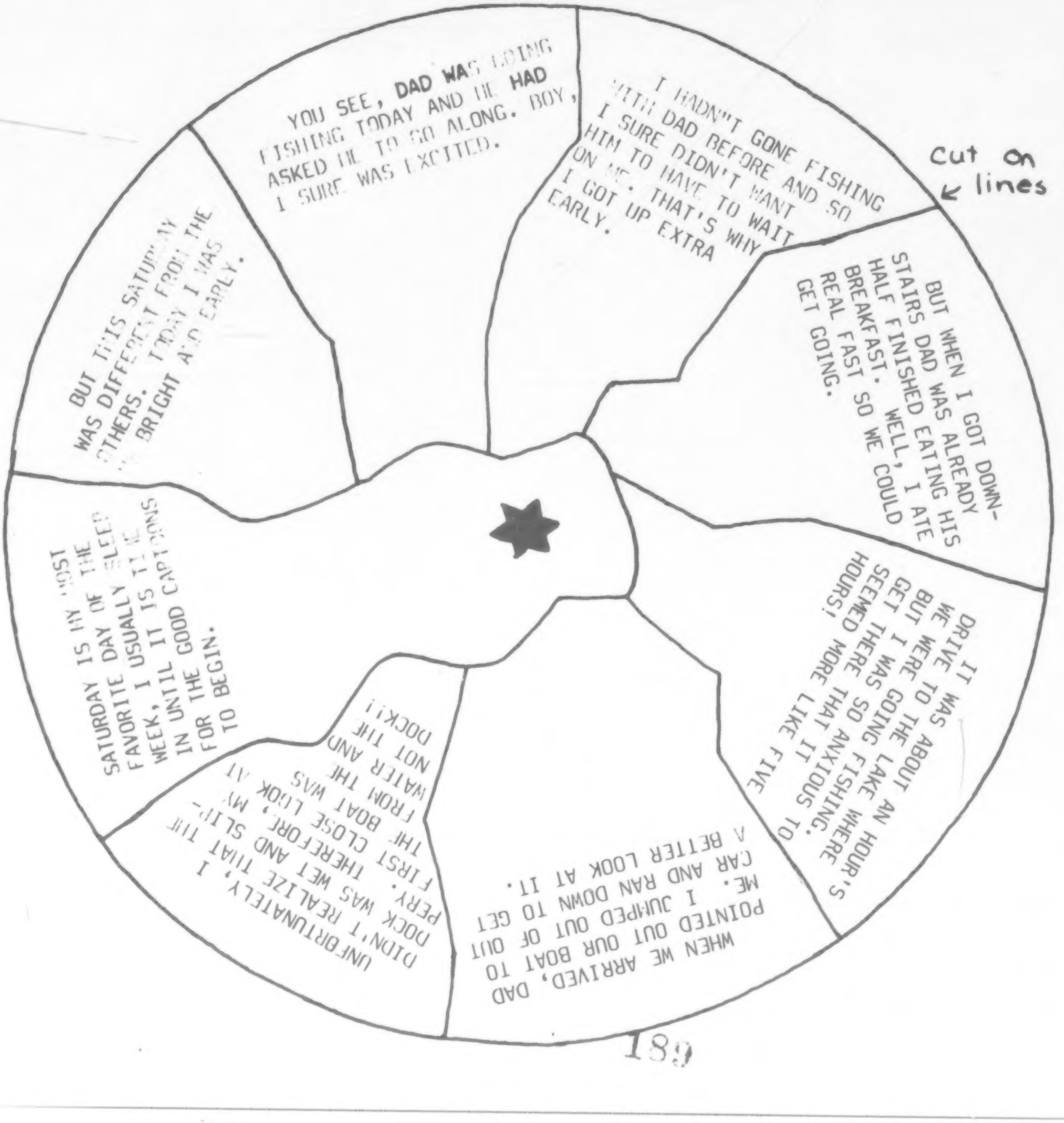
1. Take the game pieces out of the bag.
2. Place them face up on your desk.
3. Find the piece with the star on it. Read it...this is the beginning of a story. Look through the other game pieces to find the part of the story that you think comes next. When you think you have found it.... see if it "fits" next to your first piece.
4. If it fits it is the correct piece. Now look through the pieces and find the next part of the story. Check it the same way. Each piece should fit next to one another so that you can read the story in a clockwise fashion.
5. When you are finished you should have made a complete circle.

Pattern on back 188

TITLE:

SPARC*

(example)



SATURDAY IS MY MOST FAVORITE DAY OF THE WEEK, I USUALLY SLEEP IN UNTIL IT IS TIME FOR THE GOOD CAPTIONS TO BEGIN.

BUT THIS SATURDAY WAS DIFFERENT FROM THE OTHERS. TODAY I WAS UP BRIGHT AND EARLY.

YOU SEE, DAD WAS GOING FISHING TODAY AND HE HAD ASKED ME TO GO ALONG. BOY, I SURE WAS EXCITED.

I HADN"T GONE FISHING WITH DAD BEFORE AND SO I SURE DIDN'T WANT HIM TO HAVE TO WAIT ON ME. THAT'S WHY I GOT UP EXTRA EARLY.

BUT WHEN I GOT DOWN-STAIRS DAD WAS ALREADY HALF FINISHED EATING HIS BREAKFAST. WELL, I ATE REAL FAST SO WE COULD GET GOING.

IT WAS ABOUT AN HOUR'S DRIVE TO THE LAKE WHERE WE WERE GOING FISHING. BUT I WAS SO ANXIOUS TO GET THERE THAT IT SEEMED MORE LIKE FIVE HOURS!

WHEN WE ARRIVED, DAD POINTED OUT OUR BOAT TO ME. I JUMPED OUT OF OUR CAR AND RAN DOWN TO GET A BETTER LOOK AT IT.

UNFORTUNATELY, I DIDN'T REALIZE THAT THE DOCK WAS WET AND SLIPPERY. THEREFORE, MY FIRST CLOSE LOOK AT THE BOAT WAS FROM THE WATER AND NOT THE DOCK!!

Cut on lines

TITLE: What Happened Next? (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

OBJECTIVE: Creative writing

NUMBER OF PLAYERS: 1

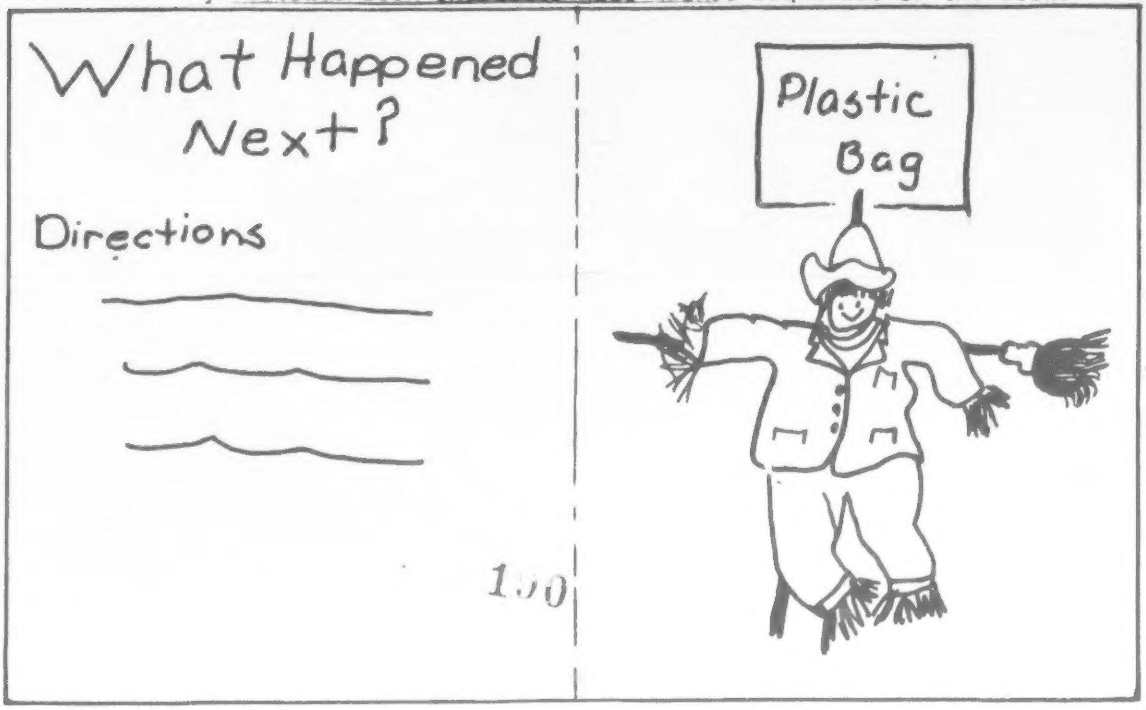
MATERIALS:
file folder
cards - cut in circles
plastic bag

PLAYING DIRECTIONS:

1. Select a card.
2. Read the story beginning written on that card.
3. Copy it on paper.
4. What do you think happened next?
5. Finish the story.

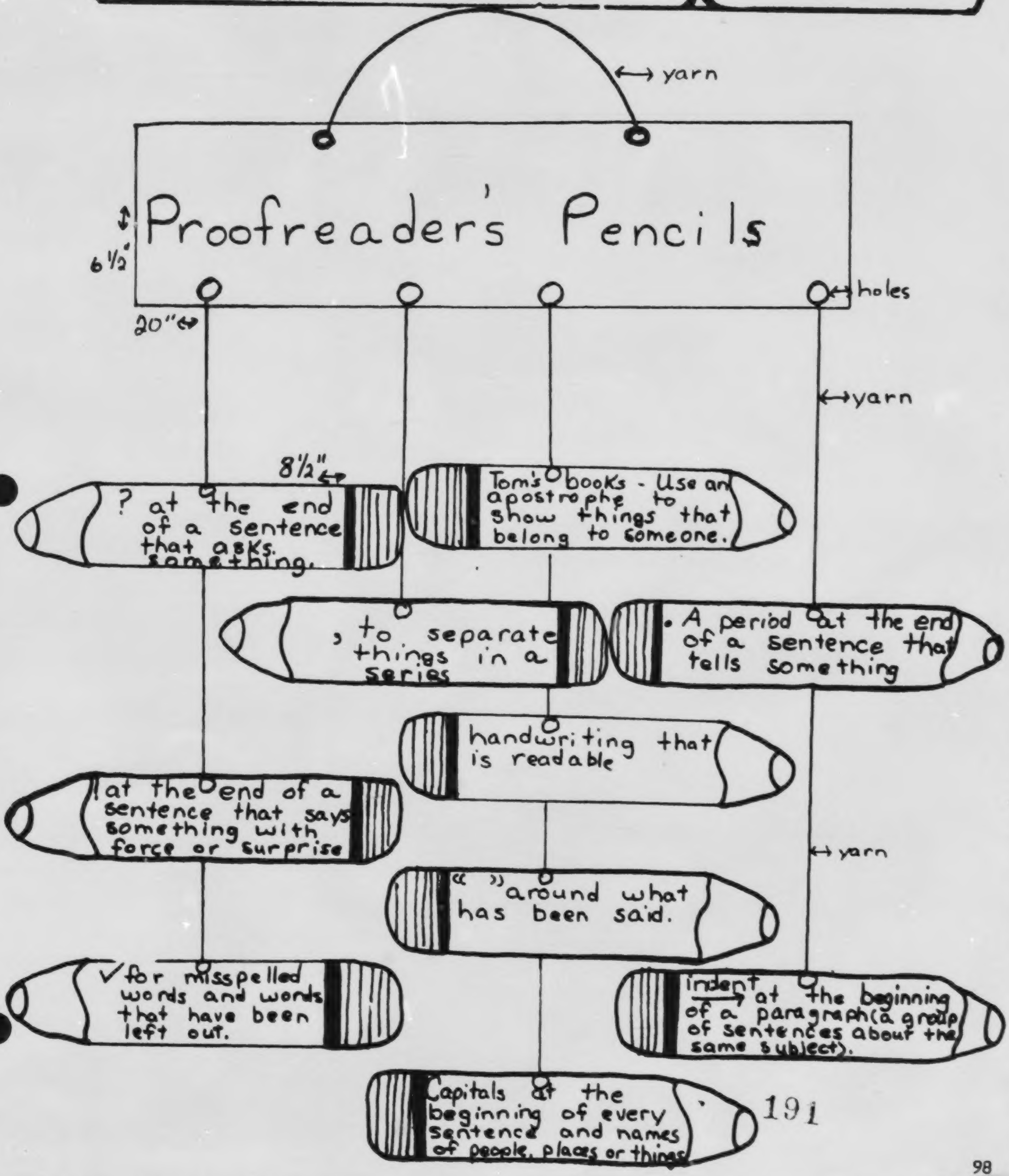
EXAMPLES OF STORY BEGINNINGS:

As I watched, the ballon got bigger and bigger.
One day when I was making a clay man, he jumped out of my hands and skipped away.
When I was in the garden one Fall day, a scarecrow came and picked me up.
Just as I opened the closet door, a robot came clanking out.
The rowboat overturned and SPLASH, I was in the water.
As I opened my eyes, I saw a castle on top of a hill.
My favorite book character just walked right out of the book.



TITLE: Punctuation Mobile

SPARC*


yarn
Proofreader's Pencils
6 1/2"
holes
20"
yarn
8 1/2"
? at the end of a sentence that asks something.
Tom's books - Use an apostrophe to show things that belong to someone.
, to separate things in a series
. A period at the end of a sentence that tells something
handwriting that is readable
! at the end of a sentence that says something with force or surprise
yarn
" " around what has been said.
✓ for misspelled words and words that have been left out.
indent at the beginning of a paragraph (a group of sentences about the same subject).
Capitals at the beginning of every sentence and names of people, places or things

TITLE: Finding Items at the Store

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

OBJECTIVE: Categorizing

NUMBER OF PLAYERS; 1 or 2

MATERIALS: 30 - 2" x 5" pieces of posterboard
file folder
plastic bag

PLAYING DIRECTIONS:

1. When you have gone shopping with your parents you have probably noticed that large department stores have their items organized into different sections in the store. These sections are called departments.
2. You will find six large posterboard items in this folder.
3. These are the different departments in the SPARC* department store.
3. All of the other smaller pieces of posterboard have the names of different things that are sold in the SPARC* department store.
4. Look at the words and place them under the department where you think they would be found.
5. When you are finished...turn the word over for your self check. The numbers should be the same as the number on the larger department card.

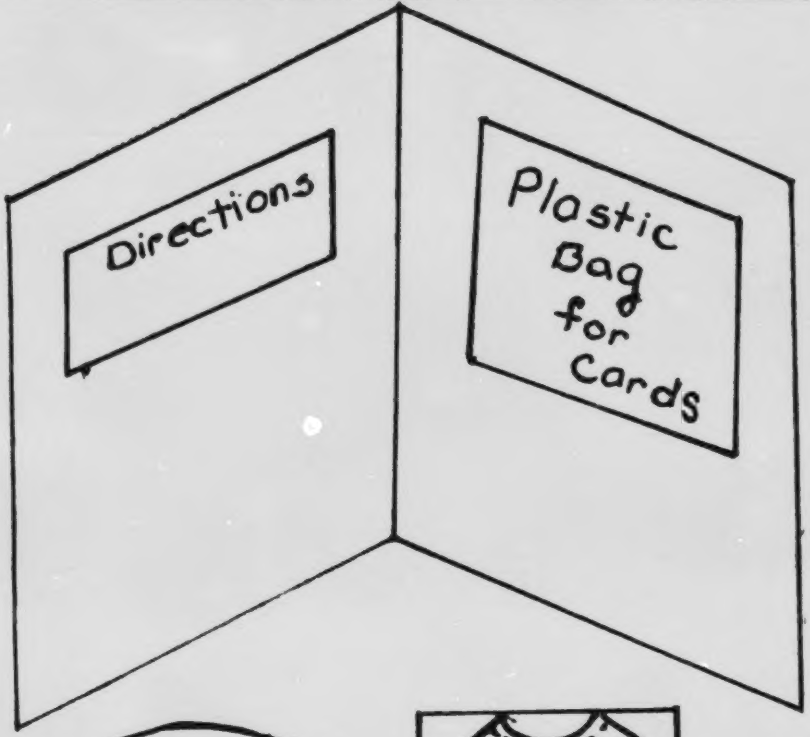
SUGGESTIONS:

Use a picture pertaining to the game on the front of the file folder.
Put the title on the front of the game.
Write the words on the front and the numbers on the back of the 2" x 5" piece of posterboard.

Pattern on back

TITLE: Finding Items at The Store Cont.

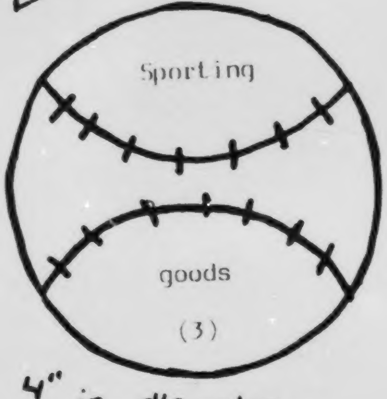
SPARC*


Directions
Plastic Bag for Cards

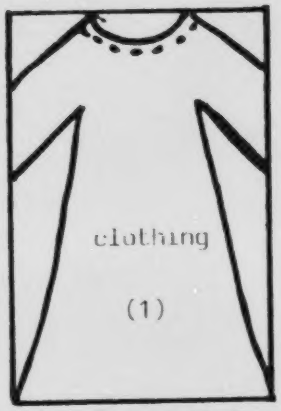
Words and numbers for 5" x 2" cards

jacket - 1
blouse - 1
sweater - 1
suit - 1
coffee pot - 2
can opener - 2
bowl - 2
knife - 2
tennis racket - 3
golf clubs - 3
archery set - 3
croquet set - 3
bowling ball - 3
roller skates - 3
shrub - 4
shovel - 4
trowel - 4
hose - 4
fertilizer - 4
lawn mower - 4
washer - 5
vacuum sweeper - 5
dryer - 5
refrigerator - 5
freezer - 5
table - 6
desk - 6
buffet - 6
chair - 6

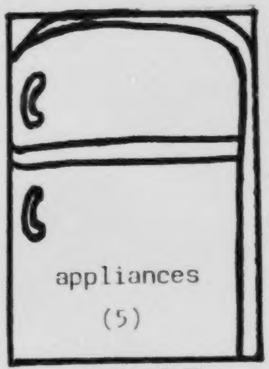
davenport - 6


Sporting
goods
(3)

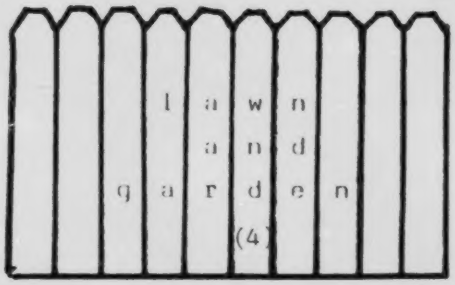
4" in diameter



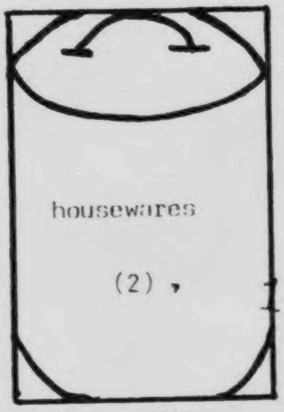
5 1/2" X 3 1/2"


appliances
(5)

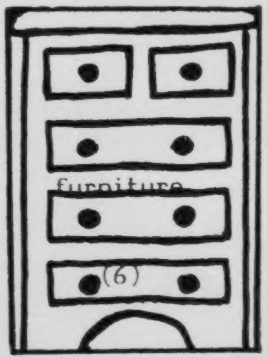
6" x 4"


lawn
and
garden
(4)

6" x 4"


housewares
(2)

6" x 4"


furniture
(6)

6" x 4"

TITLE: Sports-Sports-Sports

SPARC*

SUBJECT AREA: Language arts, math

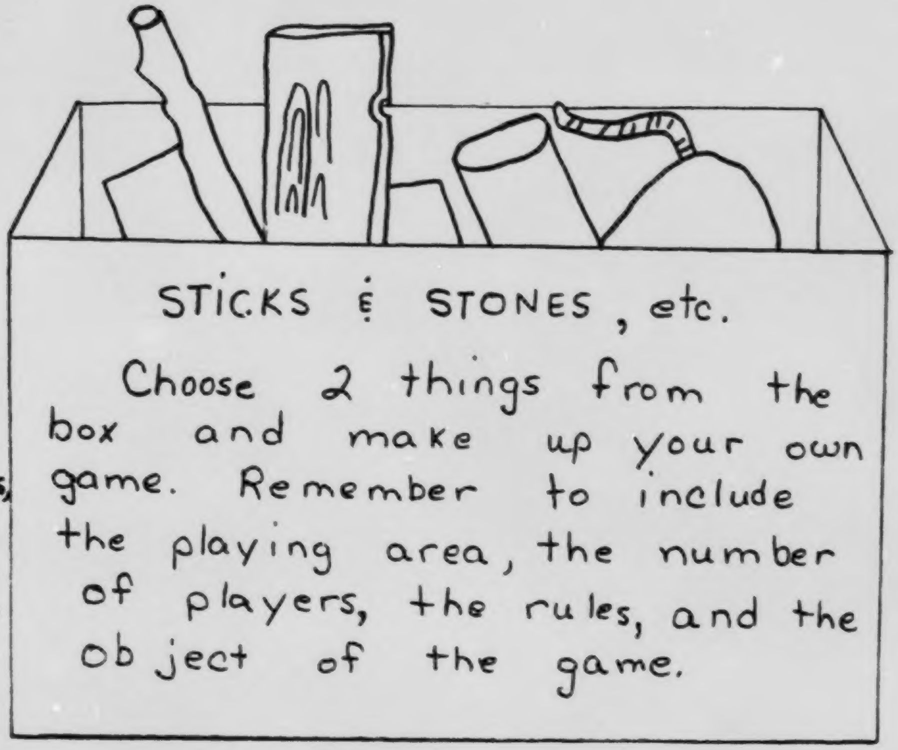
GRADE LEVEL: Intermediate

OBJECTIVE: Learning about news reporting, categorizing, creative thinking

NUMBER OF PLAYERS: 1

MATERIALS:
1 large cardboard box
5 icecream containers
3 worksheets (put on dittos and run off)
4 pieces of posterboard

In a box place some objects that could be used in a game, such as sticks, a stone, cans, ropes, balls some chalk, etc.



STICKS & STONES, etc.

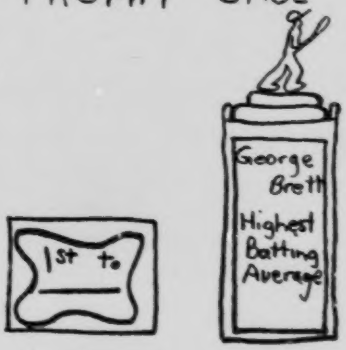
Choose 2 things from the box and make up your own game. Remember to include the playing area, the number of players, the rules, and the object of the game.

Sample worksheets follow

AT THIS CENTER you can....

1. Write an interview with a famous athlete.
2. Make puppets of famous sportsmen.
3. Be a sports announcer. Write and tape a commentary of a famous or a school athletic event.
4. Write a sports column for a newspaper.
5. Make a scale model of playing field or area.

TROPHY CASE



Make a trophy to represent a sport. Make the plaque which shows who would be awarded the trophy and why.

WINNING

Add to the collage. Find pictures of people who look like they are winning and words that mean winning. Paste or write them here.

Make a list of each sport and words that pertain to the sport.

"PLAY BALL"

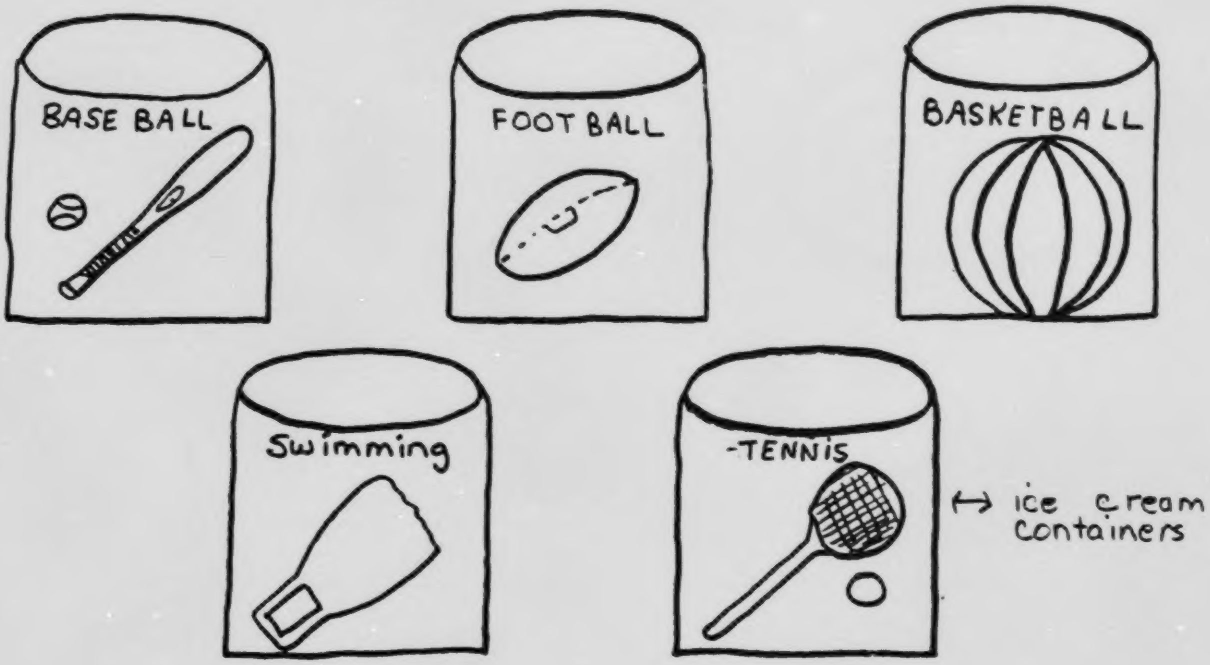
Players stand in a line. The caller holds the cards.

The caller asks the first person to name one fact about the person on the card. If the answer is correct, player keeps the card.

Player with the most cards wins.

→ Have the children bring their baseball or other sports trading cards to school for this game.

TITLE: Sports-Sports-Sports (Continued) SPARC*

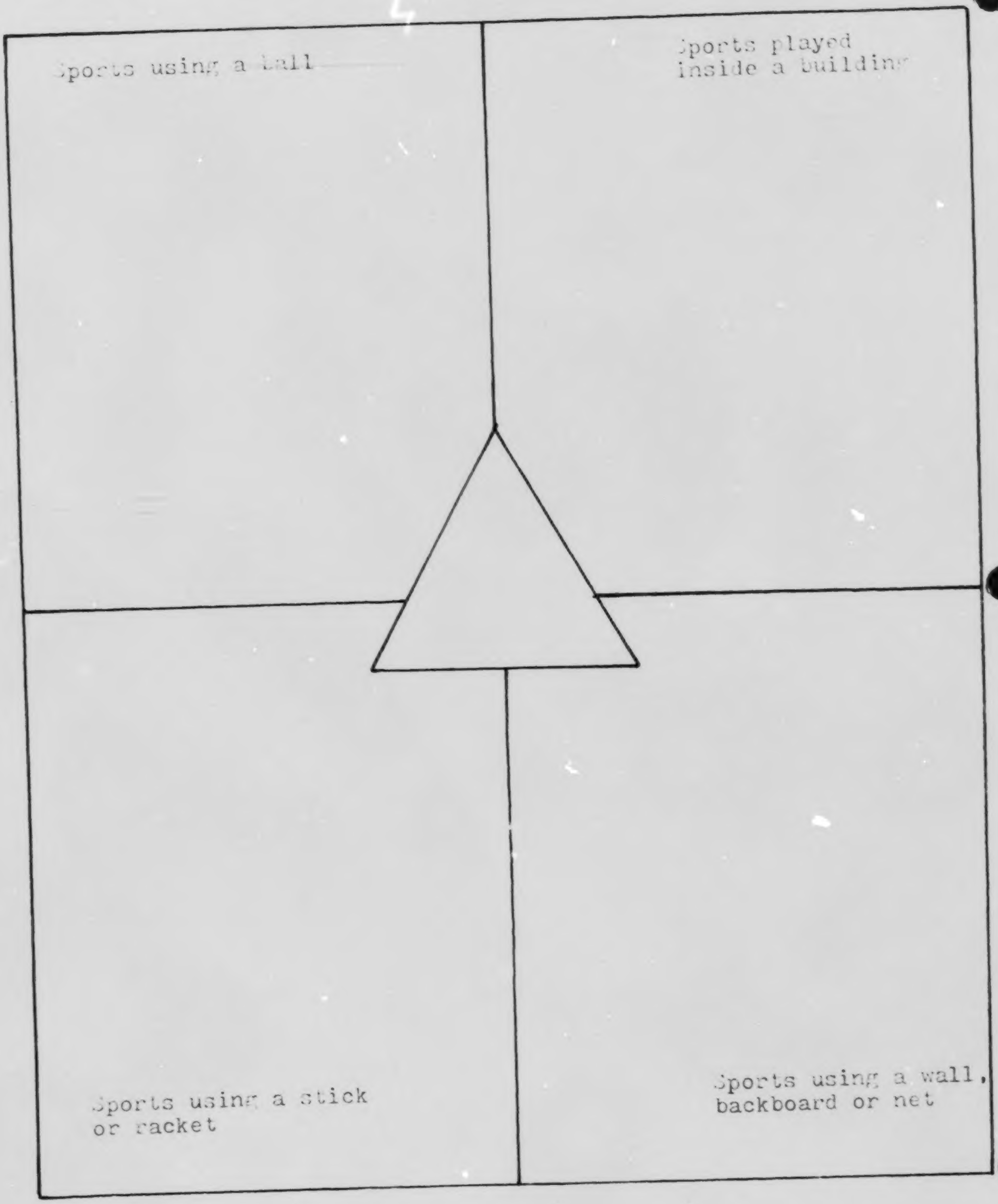

BASE BALL
FOOT BALL
BASKETBALL
Swimming
-TENNIS
↔ ice cream containers

Label ice cream containers with the names of sports. Children write sports words on cards and drop the cards in the correct cartons.

To play as a game, one child stands behind each sports can. The player who is "it" throws a bean bag in one of the containers. The person standing behind it must name a word that goes with that sport. If he can, "it" must throw again. If he can't, he becomes the new "it." The object is to keep from becoming "it."

TITLE: Sports-Sports-Sports (Continued)

SPARC*


Sports using a ball
Sports played inside a building
Sports using a stick or racket
Sports using a wall, backboard or net

TITLE: Sports-Sports-Sports (Continued)

SPARC*

Which sports of today resemble the sports of long ago? How many can you add to the list?

YESTERDAY

discus throw

javelin throw

chariot races

wrestling

jousting

SPARC*

TITLE: Sports-Sports-Sports (Continued)

What do you know about these sports?

Use an encyclopedia or other books to see if you can find out more.

Sport	Country	Equipment	Number of Players	Playing area
La Crosse				
Soccer				
Jai Alai				
Rugby				
Polo				

TITLE: Beat the Block (File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

OBJECTIVE: General information

NUMBER OF PLAYERS: 2

MATERIALS:
file folder
die
2 markers
22 skill cards
10 chance cards
universal game board

PLAYING DIRECTIONS:

1. Roll the die.
2. Draw a skill card. If you can give the correct answer, move as many squares as the number you rolled.
3. If you land on a Chance space, draw a Chance card and answer the question on that card.
4. If you give the wrong answer, you remain where you are until your next turn.

SUGGESTIONS:

Number all chance and skill cards for an answer key in pocket on back of file folder.

CHANCE CARD EXAMPLES:

1. In what month does Christmas come?
2. Name the days of the week in order.
3. Name the months of the year in order.
4. One season has two names, give both of them.
5. Easter comes in which season.
6. How are miles measured in the metric system?
7. Instead of yards, distance in metric will be measured in ________.
8. Spell the day that follows Tuesday.
9. Spell the month that follows January.
10. How many months in a season.

See following page for Skill card examples.

TITLE: Beat the Block (cont.)

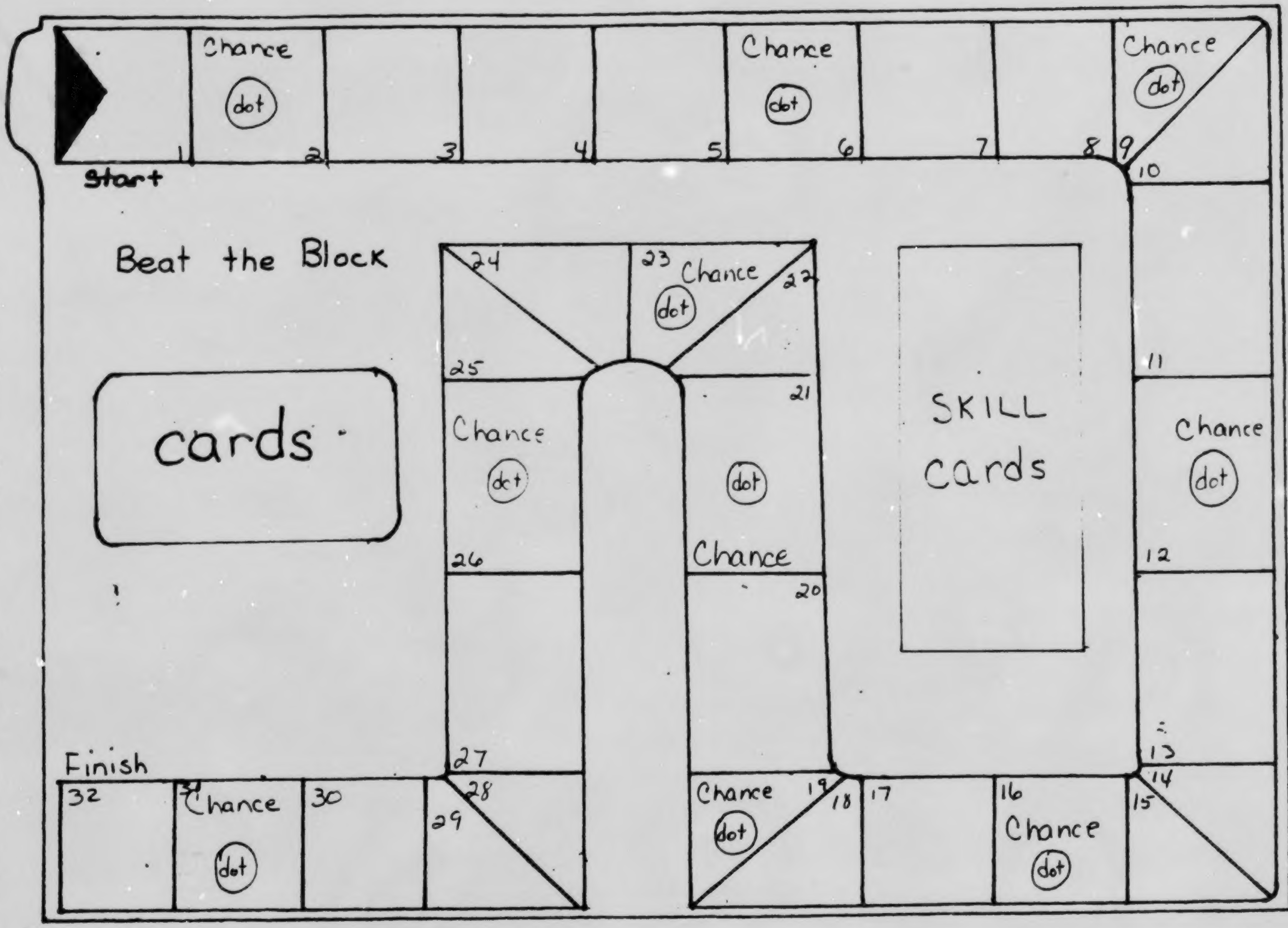
SPARC*

Skill card examples:

1. 1 foot = _____ inches.
2. _______ quarts = 1 gallon.
3. ___________months in a year.
4. ___________seasons in a year.
5. One day = ______ hours.
6. One dozen = _______.
7. One year = _______ days.
8. _____ days in a week.
9. ____pint = one quart.
10. One hour = _____ minutes.
11. One minute = _____seconds.
12. _____days in a leap year.
13. One-half hour = _______ minutes.
14. _______ounces in a pound.
15. Two feet = ________inches.
16. Leap year comes every _____years.
17. 25¢ = _____of a dollar (fraction)
18. 15 minutes = _____of an hour (fraction)
19. 3 months is ____of a year (fraction)
20. Two weeks = _____ days.
21. ½ dollar = ________¢.
22. From noon to midnight is ____hours.

pattern on next page

TITLE: Beat the Block (cont.)


Start
1
Chance
dot
2
3
4
5
Chance
dot
6
7
8
Chance
dot
9
10
11
Chance
dot
12
13
14
15
16
Chance
dot
17
18
19
Chance
dot
20
Chance
dot
21
22
Chance
dot
23
24
25
Chance
dot
26
27
28
29
30
31
Chance
dot
32
Finish
Beat the Block
cards
SKILL cards

SPARC*

TITLE: Number, Please

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate

OBJECTIVE: Telephone procedures

NUMBER OF PLAYERS: 1

MATERIALS:
file folder
telephone book
library card pocket
17 question cards

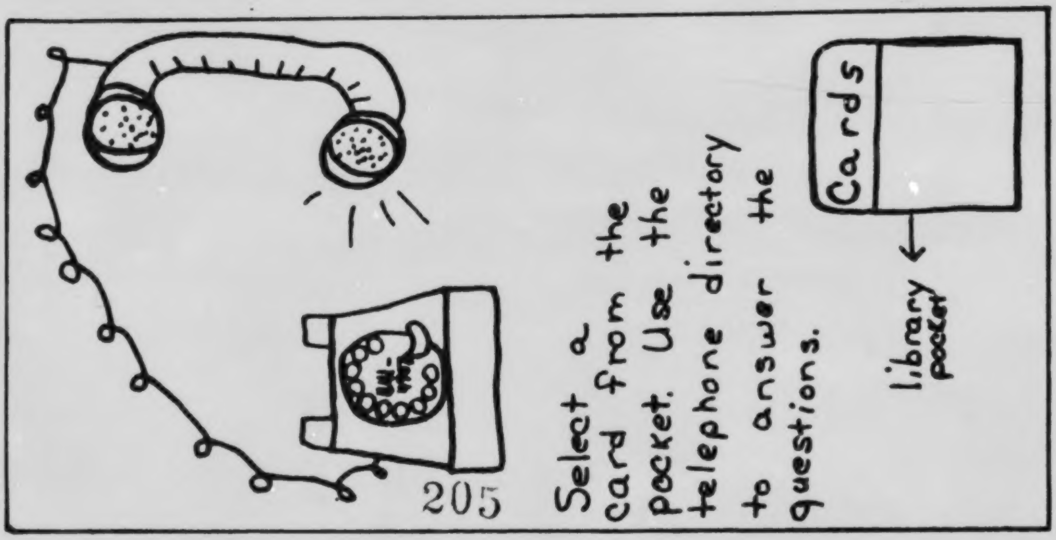
PLAYING DIRECTIONS:

Select a card from the pocket. Use the telephone book to answer the questions.
Examples of question cards:

1. Look up the telephone numbers of three of your best friends. List the friends by name, address, and telephone number.
2. How many people have the same last name as yours? Count them. List those that you know. What page(s) is this listed on in the telephone book?
3. Look up the number of your school. Write name, number and address.
4. If your phone is out of order and you go to a neighbor's house to call the repair service, what number do you call?
5. Look at the front of the book and read the page that tells how to place a long distance call. What number would you dial to learn the number of a friend living in Denver, Colorado or in Philadelphia, Pennsylvania?

SUGGESTIONS:

Put an answer sheet on the back of the folder.


Select a card from the pocket. Use the telephone directory to answer the questions.
Cards
library pocket

TITLE: What's My Line?

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Primary

OBJECTIVE: Beginning career exploration

NUMBER OF PLAYERS: group activity

MATERIALS: 15" diameter pizza wheel
21 clothespins

PLAYING DIRECTIONS:

1. Match the occupations or the clothespins to the job descriptions on the wheel.

SUGGESTIONS:

Write the job descriptions on the wheel as shown. Write the corresponding occupations on the clothespins. Clip the pins to the wheel and turn the wheel over to number code. Place the clothespins in a container.

EXAMPLES:

1. Pilot - I fly airplanes.
2. Driver - I drive school buses.
3. Teacher - I help children learn new things.
4. Fireman - I fight fires.
5. Fisherman - I catch fish for a living.
6. Mover - I move goods in my big truck.
7. Waitress - I bring your food to you in a restaurant.
8. Camerman - I take pictures for TV.
9. Librarian - I check out books to children in the library.
10. Mechanic - I fix cars that do not run right.
11. Doctor - I help people who are sick.
12. Painter - I paint houses.
13. Clown - I make people laugh in a circus.
14. Milkman - I deliver milk.
15. Policeman - I help people obey the law.
16. Singer - I sing on TV.
17. Farmer - I raise some of the food you eat.
18. Animal trainer - I teach animals how to do tricks.
19. Mailman or postman - I bring letters to your house.
20. Baker - I make bread, pies, and cakes.
21. Nurse - I help the doctor take care of sick people.

TITLE: 10-20-30	**SPARC***
SUBJECT AREA: Math or Language Arts	**GRADE LEVEL:** Primary or intermediate
OBJECTIVE: See variations below	**NUMBER OF PLAYERS:** 2 to 4

MATERIALS: card for each player: 4" x 11" lined across into 1" spaces
game markers
skill cards

PLAYING DIRECTIONS:

1. Place skill cards face down.
2. Player draws top card.
3. If player can read word (answer problem, ect.), he puts marker on "10" space and keeps card. If he can't read word, he stays where he is and puts card on bottom of stacks.
4. First one to get to "100" wins.

VARIATIONS:

Math: Use math flash cards for any set of math facts. Player draws card and reads problem. He must give correct answer in order to move.

Spelling: One person draws the card and pronounces word. Player must spell word correctly, either orally or written.

Phonics: Use picture cards. Player must give beginning, ending, or vowel sound as previously decided upon .

Telling time: Cards with time written on them, i.e. 10:50. Have child show time on clock face.

Money: Cards with coins stamped on it. Plaver tells how much money is shown on card.

Contractions: Card with two words. Player gives contraction. Card with contraction and player gives two words.

Homonym: Player spells other homonym.

Antonyms or Synonyms: Player gives antonym or synomyn for word shown.

(over)

TITLE: 10-20-30 (cont.)

SPARC*

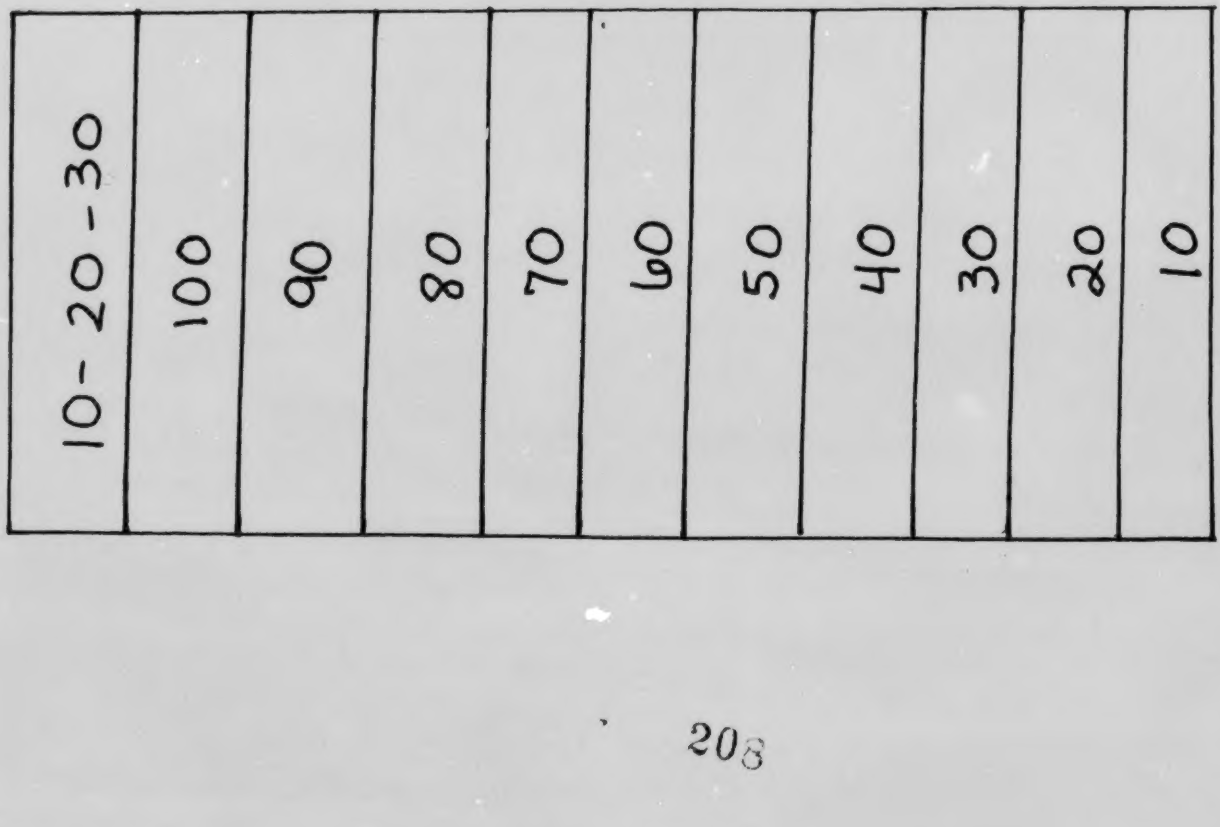
VARIATIONS (cont.):

Syllables: Player tells how many syllables are in word.

States and Capitals: Either one on word card and player gives the other.

Fractions: Fraction or decimal on card. Player gives other form.

Plurals: Player spells plural for word on card.



10-20-30
100
90
80
70
60
50
40
30
20
10

TITLE: Card Shop Learning Center	**SPARC***
SUBJECT AREA: Language skills & math	**GRADE LEVEL:** Intermediate
OBJECTIVE: Language skills and math	**NUMBER OF PLAYERS:** Individual activity

MATERIALS: 1 - 28" x 22" piece of posterboard
old greeting cards
plastic bags
grease pencil

PLAYING DIRECTIONS:

1. Follow the directions in the different envelopes attached to the Card Shop Learning Center.

ACTIVITIES:

Creative Writing: Choose a card with a lady bug on it and draw a picture and write a story about it.

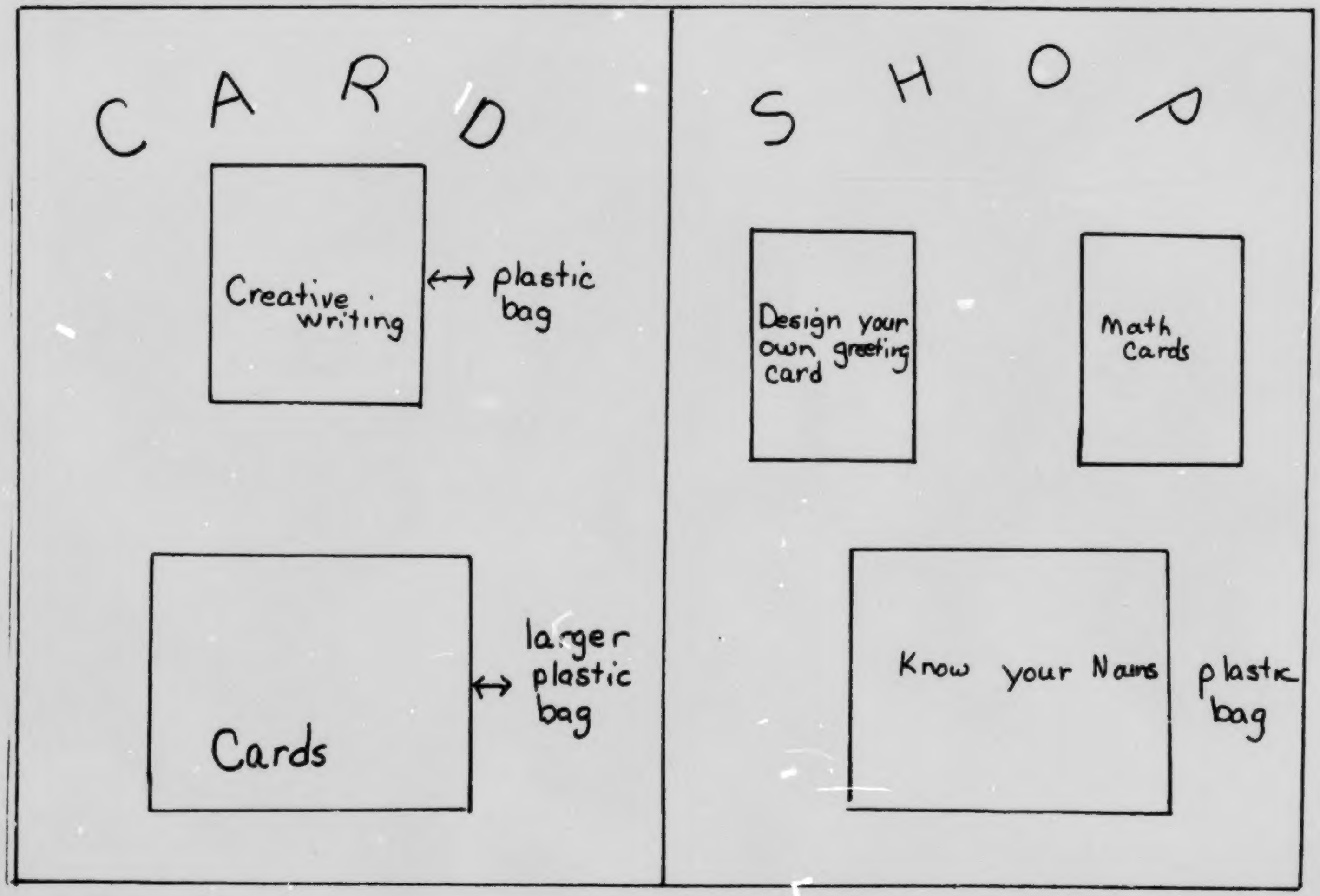
Design your own greeting card: Make a card to send.to a special friend or relative.

Math cards:
1. Choose 10 cards.
2. Arrange them in order according to the number circled in blue on the back.
3. Add 5 (+5) to the number circled in blue.
4. Use pencil and paper to write your answers.

Know your nouns:
1. Pick 5 cards with the star on the back.
2. Open one up and look at the greeting on the inside.
3. Put an X on the nouns.
4. Circle each verb.
5. Put 2 lines under each verb.
6. Check your work with the answer sheet provided.
7. Go on to the next card.
8. Do all 5 cards.
9. Check your work.
10. You may write on the laminated cards with a crayon on grease pencil.

SUGGESTIONS:

Laminate all cards.
Include answer key.


CARD SHOP
Creative writing
↔ plastic bag
Cards
↔ larger plastic bag
Design your own greeting card
Math Cards
Know your Nams
plastic bag

TITLE: Study Skills Posters

SPARC*

SUBJECT AREA: Study skills

GRADE LEVEL: Upper intermediate
Secondary

OBJECTIVE: Improve study skills

NUMBER OF PLAYERS: NA

MATERIALS: 6 - 14" x 22' pieces of posterboard
Illustrate with an appropriate picture

How to Study:

Do You...

1. Have incentives or motives for studying clearly in mind.
2. Budget time - set priorities - then schedule study time.
3. Establish a study routine - with no interferences or interruptions.
4. Avoid wasting time - have something to study wherever you go.

How to Keep a Notebook:

Do You...

1. Have a looseleaf notebook (8½x11") with good paper.
2. Write in ink - (avoid pencil smudges).
3. Begin notes for each lesson on a fresh sheet.
4. Keep your notebook orderly - use tab dividers - date each entry.
5. Use your notebook with determination. Say to yourself, "What I am writing is important, I want to remember it."

How to Take Notes:

Do You...

1. Date and label your notes
2. Zero in on listening - spot key words and phrases, main and sub-topics.
3. Listen for "ideas".
4. Write your own brief shorthand - use abbreviations.
5. Review and organize your notes.
6. Label important divisions with Roman numerals - individual points with Arabic numerals.

How to Study for an Examination:

Do You...

1. Read your notes - go over main and sub-topics, relate one to another in logical sequence.
2. Review by means of 3x5" cards. Transfer as much of the essential information to these review cards. Facts or ideas you may have missed in your notes.
3. Study these cards everywhere. Try to form visual patterns of the cards.
4. Try to find another student with whom you can study, recite to him, have him correct your errors.

How to Take Examinations:

Do You...

1. Organize for the test, re-read your notes, memorize the main topics and sub-topics only.
2. Assess the ground to be covered - look over the test, note choices available, difficulties, make mental note of the time you can give to each phase.
3. Read each question carefully. Frequently a key word is present, underline it and connect the question with your notes.
4. Plan your answer - Write a brief outline and it will prevent wandering.
5. Show clearly what you are doing. Identify everything. Revise your paper before handing it in, correct mechanical errors.

How to Make an Outline:

Do You...

1. Identify notes as to title, time, place, author's name, page numbers.
2. a. Write main topic at left hand side of page and underline it.
   b. Write the sub-topic under the main topic a little to the right and underline it.
   c. Then condense what you have read into a short version of your own. Repeat process.

Remember...

1. Be brief - use abbreviations and key words.
2. Underline your notes - then try to memorize them.

TITLE: Calendar Conscious

SPARC*

SUBJECT AREA: Language arts

GRADE LEVEL: Intermediate

OBJECTIVE: Finding information on calendars

NUMBER OF PLAYERS: 1

MATERIALS: file folder
old calendar - cut apart
ditto sheet (see next page)

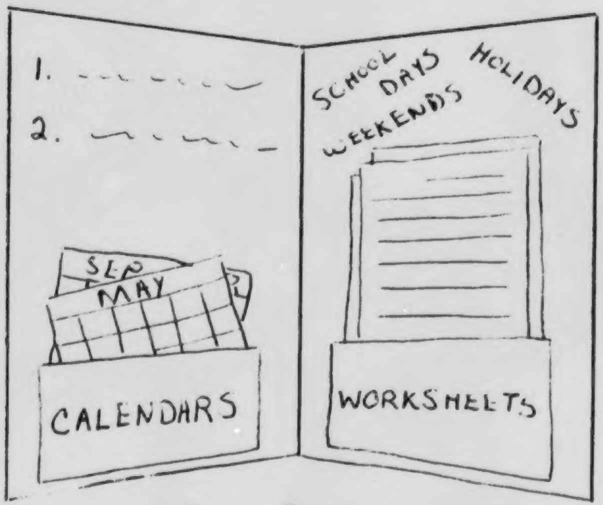
PLAYING DIRECTIONS:

1. Choose a calendar from the folder.
2. Use it to answer the questions on the worksheet.

SUGGESTIONS:

1. Put months of the year on word cards
    a. arrange in order of year
    b. arrange in ABC order
2. Put days of week on word cards
    a. arrange in order of week
    b. arrange in ABC order

Store cards in pocket or envelope.


1.
2.
SCHOOL DAYS
HOLIDAYS
WEEKENDS
SEP
MAY
CALENDARS
WORKSHEETS

TITLE: Calendar Conscious (Continued)

SPARC®

NAME ______________________________

CALENDAR
WORKSHEET

Choose a calendar from the folder.
Use it to do this worksheet.

1. What month did you choose? ______________
2. How many Sundays are in this month? ______________
3. How many Thursdays are in this month? ______________
4. What are the dates of all the Saturdays in this month? ______________
5. What date is the second Wednesday? ______________
6. What date is the third Monday? ______________
7. On what day of the week is the 15th? ______________
8. On what day did this month begin? ______________
9. On what day did this month end? ______________
10. Which month follows this? ______________
11. Do you know of any holidays in this month? List them. ______________
12. Do you know of any birthdays in this month? List them. ______________

TITLE: Write a Report	**SPARC***
SUBJECT AREA: Language arts	**GRADE LEVEL:** Intermediate
OBJECTIVE: Learning to outline	**NUMBER OF PLAYERS;** 1

MATERIALS: file folder
ditto sheets with outline form (See next page)
list of topics

PLAYING DIRECTIONS:

1. Select a subject from those available on the list inside the file folder.
2. Look up the subject you selected in the encyclopedia and outline the subject on the form included in the file folder.

SUGGESTIONS:

List of topics could include these explorers:

Byrd
Columbus
Magellan
Cortez
Leif Ericson
Marco Polo
John Glenn
Lewis and Clark
Ponce de Leon

Have a student write a report following his outline.
Have student draw a map of the exploration route or a picture of the means of transportation used by the explorer.
Make provision for filing or displaying completed work.

List could be on any topic.

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SUBJECT

____

I ____________________

A. ______________________________

B. ______________________________

C. ______________________________

II ____________________

A. ______________________________

B. ______________________________

C. ______________________________

III ____________________

A. ______________________________

B. ______________________________

C. ______________________________

TITLE: How Well Do You Follow Directions?
(File Folder Center)

SPARC*

SUBJECT AREA: Language Arts

GRADE LEVEL: Intermediate
(Possibly primary)

OBJECTIVE: Learn to follow directions

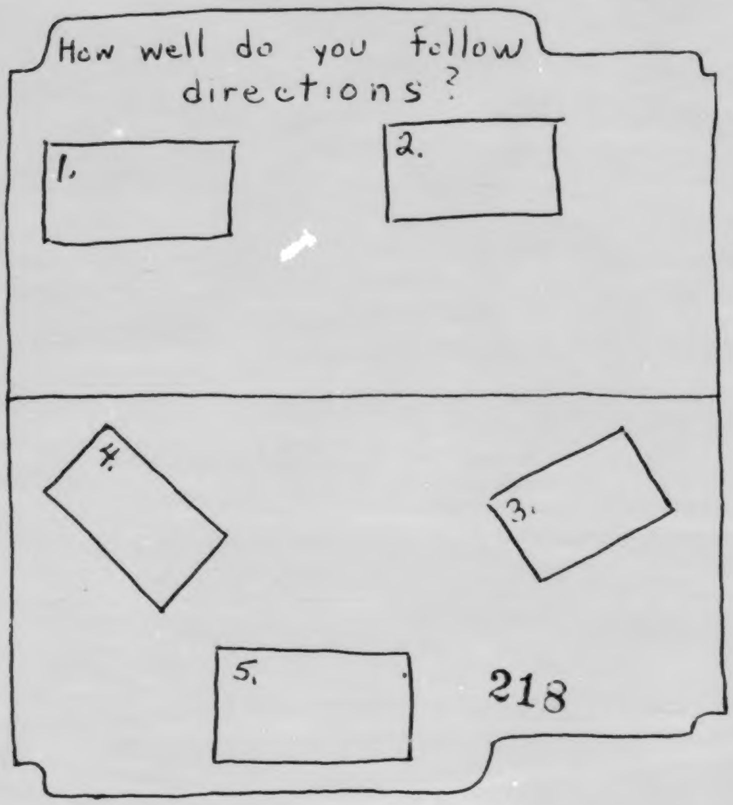
NUMBER OF PLAYERS: 1 or 2

MATERIALS: file folder
plastic bag with blank paper for drawings
5 - 2" x 3" pieces of posterboard

PLAYING DIRECTIONS:

Open file folder.
Start with the number one direction and proceed to the following directions:

1. On card, draw a tree. Make it tall with lots of leaves on it. Make the trunk thick.
2. Draw lots of flowers around the tree. Color them red, blue, yellow and orange.
3. Draw a funny clown near the tree. Put a funny hat on him. Color his hat red.
4. Make a blue sky and draw two white clouds in it.
5. Write your name on your picture. Give your picture a name.



Each card has a direction on it.

TITLE: Refer to the Chart (File Folder Center)

SPARC*

SUBJECT AREA: Reading

GRADE LEVEL: Intermediate

OBJECTIVE: Reading charts

NUMBER OF PLAYERS: 1

MATERIALS: file folder
sports pictures

PLAYING DIRECTIONS:
See illustration.

SUGGESTIONS: Illustrate front of folder.
Answer key on back.

ANSWER KEY:

Chart 1
1. Redskins
2. Redskins 3
   Cowboys 0
3. 1st quarter
4. Redskins

Chart 2
1. Phillies
2. 4th
3. Phillies, 10 points

Chart 3
1. 76'ers
2. 76'ers
3. 76'ers, 76'ers 55
   Knicks 50

Chart 4
1. Roughnecks
2. Roughnecks, KC Spurs 2
   Roughnecks 3

TITLE: Refer to the Chart (File Folder Center) Cont.

SPARC*

Inside of file folder ←

Look at the charts and answer the questions!

Chart 1

	Quarters			
Teams	1st	2nd	3rd	4th
Redskins	7	3	7	7
Cowboys	3	0	0	0

1. Who was ahead at the end of the first quarter?
2. What was the half time score?
3. In which quarter were the most points scored?
4. Who won?

Chart 2

	Innings								
Teams	1	2	3	4	5	6	7	8	9
Phillies	3	0	2	4	0	3	2	1	2
Reds	0	0	1	1	2	0	0	3	0

1. Who was winning at the end of the 1st inning?
2. In which inning were the most points scored?
3. Who won? By how many points?

Chart 3

	Quarters			
Teams	1	2	3	4
76'ers	16	18	11	10
Knicks	10	16	14	10

1. Who was winning at the half?
2. Who was ahead at the end of the 3rd quarter?
3. Who won? What were the scores?

Chart 4

	Halves	
Teams	1st	2nd
K.C.Spur	0	2
Roughneck	1	2

1. Who was winning at the half?
2. Who won? What was the final score?

TITLE: Graph-ics

SPARC*

SUBJECT AREA: Math or Social studies

GRADE LEVEL: Primary/Intermediate

OBJECTIVE: Learning to read graphs

NUMBER OF PLAYERS: 1

MATERIALS: file folder - Draw a graph on the inside of folder with one inch squares - eight squares horizontally and vertically. Under the graph, give a key of symbols the students will use in making responses.
grease pencil or thin tracing paper.

PLAYING DIRECTIONS:

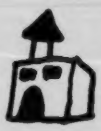
1. Draw the church in D-3.
2. Draw the lake in G-7.
3. Draw the railroad in A-1.
4. Draw the library in F-5.
5. Draw the park in B-8.

SUGGESTIONS:

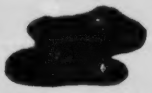
Provide answer key on back of folder.
Make up other symbols.

Key for symbols given:

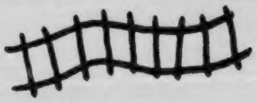
church -



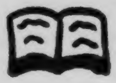
lake -



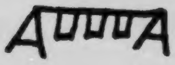
railroad -



library -



park -



TITLE: Classified Ads Can Help You

SPARC*

SUBJECT AREA: Language arts

GRADE LEVEL: Intermediate

OBJECTIVE: Finding information from classified ads

NUMBER OF PLAYERS: 1

MATERIALS: file folder
classified ads - glue to inside of folder
task cards pertinent to ads in folder
library pocket for task cards

PLAYING DIRECTIONS:

1. Pick a card.
2. Use the classified ads to help you solve the problem.
3. Make up some other problems to place in pocket.

SUGGESTIONS:

Examples of task card information:

1. You wish to apply for a job that is offered in a classified ad. Select the job from the ads on the folder and write an application letter. Tell your qualifications.
2. Write an ad for your lost puppy. Describe the pet and tell where it was last seen. Use the fewest number of words possible.
3. Your family needs a larger house. There are four children in your family and your parents. Find three houses, $50,000 or under, which might be suitable for your needs. Choose the one that is most appropriate and tell why you think so.
4. Look in the employment ads. Tell what jobs have the greatest demand.

Laminate task cards.

TITLE: Fact, Opinion, False???

SPARC*

SUBJECT AREA: Language arts

GRADE LEVEL: Intermediate

OBJECTIVE: Learning to recognize fact, opinion, and false information

NUMBER OF PLAYERS: 1

MATERIALS: file folder
5 library pockets labeled as follows: statements, fact, opinion, false, key. Place "key" pocket on back of folder and others inside.
sentence strips - write a statement of fact, opinion, or a false statement on each and place in statement pocket.

PLAYING DIRECTIONS:

1. Take the slips of paper out of the pocket.
2. Read each one and decide whether the statement is a fact (true), false, or is just an opinion.
3. Put each slip of paper in the right pocket in the folder.
4. Check your work with the answer key in the pocket on the back of the folder.

SUGGESTIONS:

Laminate sentence strips.
Example of sentence strips:

1. Swimming is the best sport.
2. Clara Barton founded the Red Cross.
3. The 1980 winter Olympics will be held in Moscow, U.S.S.R.

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SPARC*

Math

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Math

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I (Intermediate)
* (Varied Uses)

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Number Scramble (File Folder Center) - I 44

Nifty - I 45

Metric (File Folder Center - P 46

More Metric (File Folder Center) - I 47

Page

How Far Is It? (File Folder Center) - I 48

Yes or No - Telling Time - P 49

What Time Is It? (File Folder Center) - P 50

"What's My Number?" Solitaire - I 51

Making Change - Activity cards involving money - I 52

Strip Stripe - I 53

Equation Safari - I 54

Checkbook Game - I 55

Put and Take - I 56

Let's Go Out to Eat - I 57

Sports Math - I 58

Egg Roll - P 59

TITLE: Numbers for Navigators

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Reading and writing 5 digit numerals

NUMBER OF PLAYERS: 1-4

MATERIALS:
1 - 10" x 28" piece of posterboard
cassette tape
grease pencil or crayon
20 cards with numbers 0 through 9 on each set (2 sets of 10)
4 - 14" x 6" pieces of posterboard
See example on back for directions in making.

PLAYING DIRECTIONS:

1. To work this center you will need a tape recorder and a crayon or grease pencil.
2. You can work the numbers either by changing the numerals on the large board or writing them on the answer cards.
3. Put the tape provided into the machine and follow the directions given on it.

Example of cassette tape:

"Pretend that you are the pilot of a large aircraft. Your jet has traveled seventeen thousand, three hundred twenty-five miles. Show that mileage on your odometer = seventeen thousand, three hundred twenty-five miles." (Pause) Did you write 17 comma 3 2 5?

"Now show one hundred two thousand, four hundred ninety-three miles." (Pause) "Say it again with me. One hundred two thousand, four hundred ninety-three miles. Did you write 1 0 2 comma 4 9 3? I hope you remembered to write a zero in the ten thousand place."

"Show this mileage: 4-6-3, 5-9-2, 0-7-1. Now read the numeral you have written." (Pause) "Say it again with me: four hundred sixty-three million, five hundred ninety-two thousand, seventy-one."

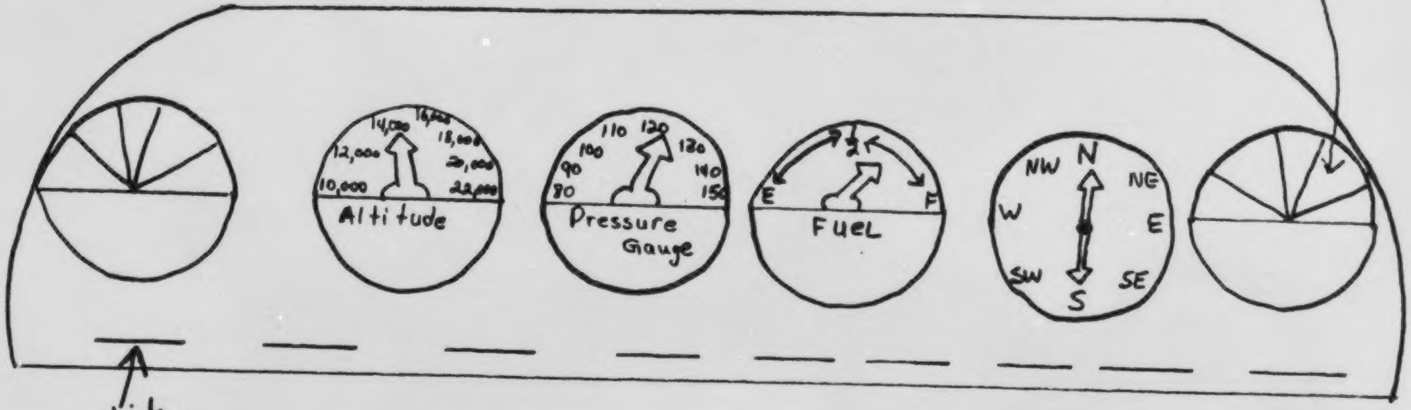
SUGGESTION:

Laminate the pieces to be written on. The mileage may be changed often by substituting new sets of cards and a new tape.

pattern on back

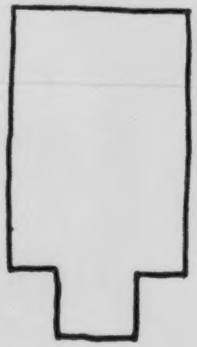
Make one of these an odometer

28" x 10"


10,000
12,000
14,000
16,000
18,000
20,000
22,000
Altitude
80
90
100
110
120
130
140
150
Pressure Gauge
E
½
F
Fuel
N
NE
E
SE
S
SW
W
NW

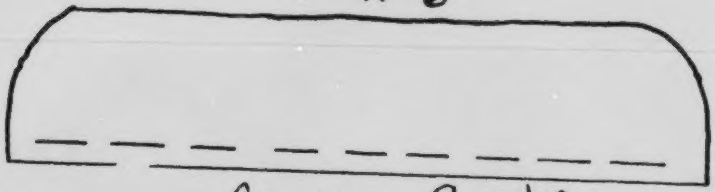
slit

2" x 5"



make 20 pieces

14" x 6"



make 4

Answer Card ↑

TITLE: Spin It

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Primary

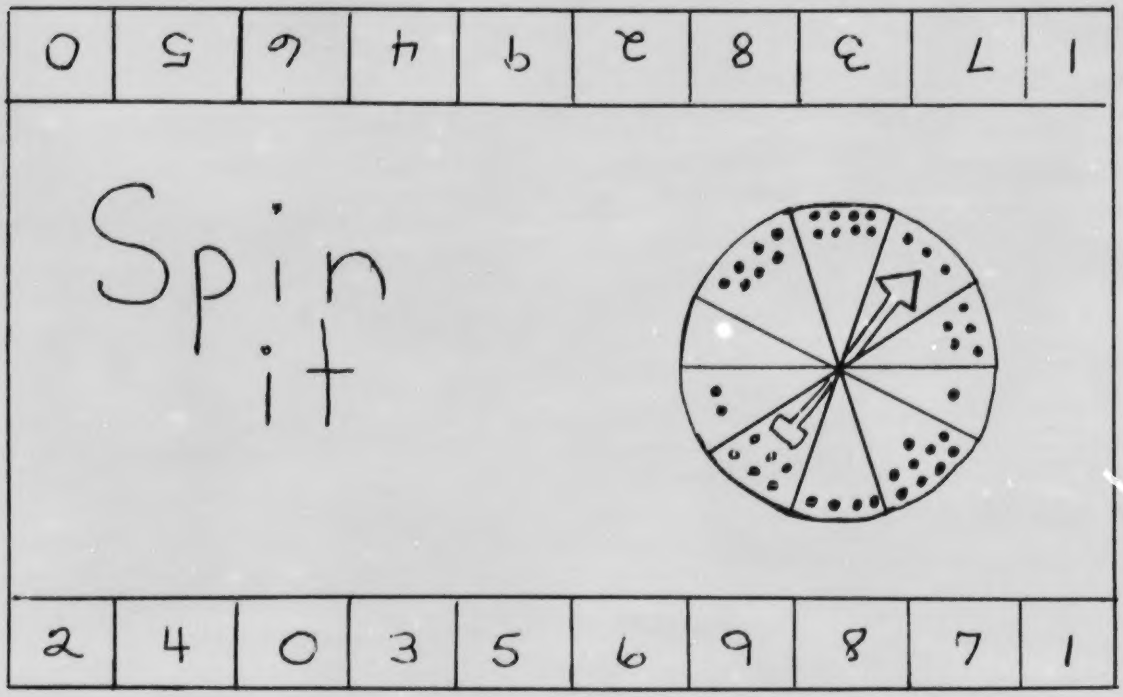
OBJECTIVE: Number recognition

NUMBER OF PLAYERS: 2

MATERIALS: ½ sheet of posterboard - see sketch for gameboard below.
20 markers

PLAYING DIRECTIONS:

1. Spin spinner.
2. If you have that numeral on your board, cover it with a marker.
3. First one to cover all his numerals wins.



TITLE: Skyscraper

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Naming place values

NUMBER OF PLAYERS: 2

MATERIALS:
1 piece of 22" x 14" posterboard
3 brads
1 piece of 8" x 4" posterboard
2 spinners

PLAYING DIRECTIONS:

1. Each player spins the digit spinner. The player with the higher number plays first.
2. The first player spins both spinners. The digit spinner indicates the digit to be used, and the place-value spinner determines its position. The player places the digit he spins in the appropriate place-value space of the Units section. In future plays, he must place the next two digits in the Units section also, the following three digits in the Thousands, and the last three in the Millions.
3. The other player spins both spinners and follows the same procedure.
4. If a space the player needs to play in is already occupied, he loses his turn.
5. The game continues until one of the players has filled all the spaces on his side of the gameboard. The other player then writes a zero in each of his unused spaces.
6. The player who has the larger number and is able to read it correctly wins the game.

VARIATIONS:

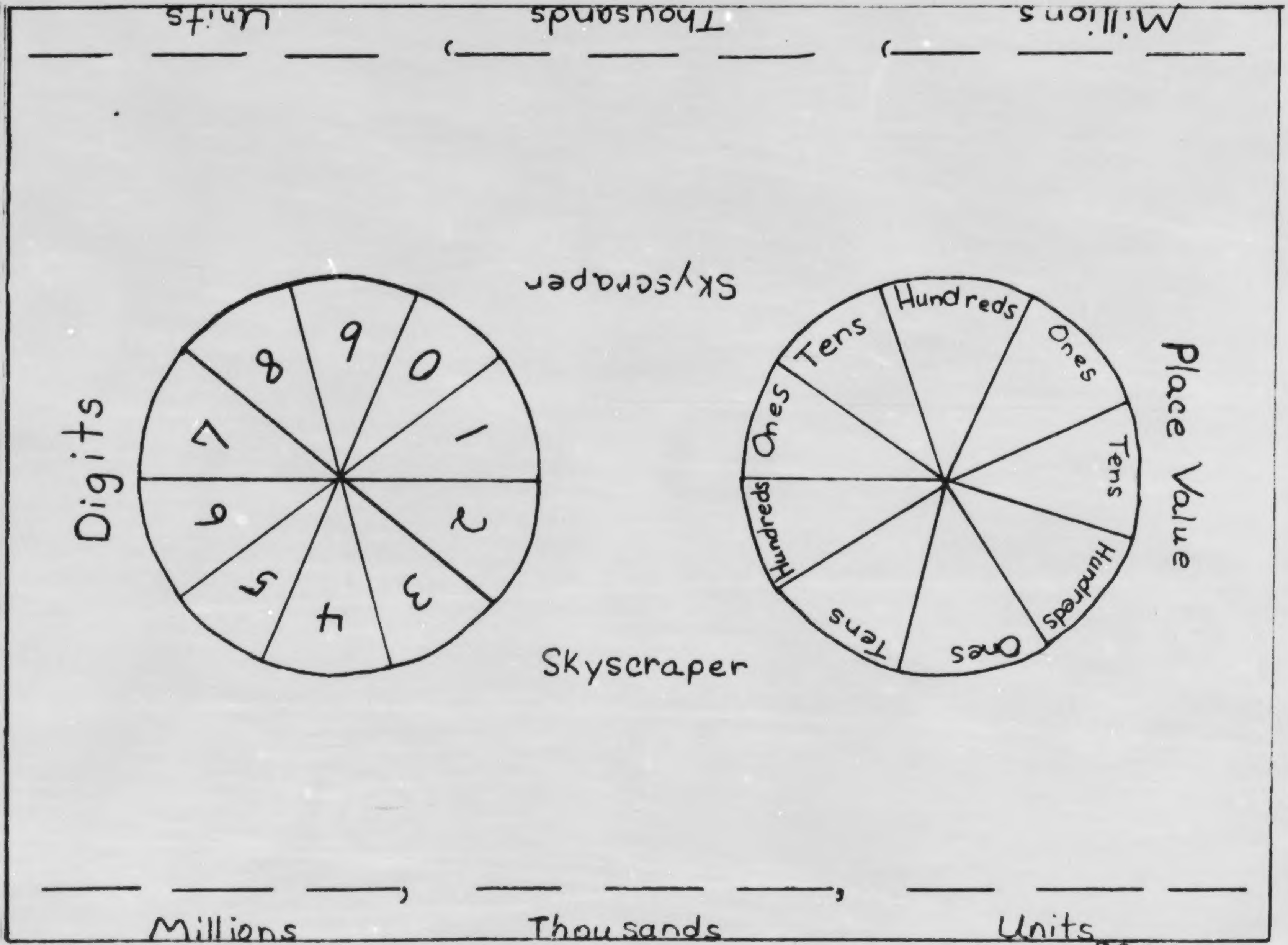
Have students guess each others' numbers that they write on the lines.
Let a student or teacher call out a number and have another student place it correctly on the appropriate place-value spaces.

SUGGESTIONS:

Write directions on smaller piece of posterboard. Attach to larger board.

pattern on back

TITLE: Skyscraper gameboard (Continued)


Millions
Thousands
Units
Skyscraper
Digits
0
1
2
3
4
5
6
7
8
9
Place Value
Hundreds
Ones
Tens
Hundreds
Ones
Tens
Hundreds
Ones
Tens
Hundreds
Ones
Tens
Skyscraper
___ ___ ___, ___ ___ ___, ___ ___ ___
Millions
Thousands
Units

TITLE: Match Up

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Primary

OBJECTIVE: Addition

NUMBER OF PLAYERS; 1-4

MATERIALS: 1 - 14" x 22" piece of posterboard
35 cards with addition problems

PLAYING DIRECTIONS:

1. Choose a sum at the top of the column.
2. Take turns drawing from the pile of cards.
3. First player to draw all 7 cards for his sum wins.

SUGGESTIONS:

Use a color code or dot code system on columns and cards (see example) to make the game self-checking.

5•	6••	7•••	8••••	9•••••

Put dots on back of cards

1+4

3+3

4+3

5+4

TITLE: Grinch

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Primary

OBJECTIVE: Learning addition facts

NUMBER OF PLAYERS: 2 to 4

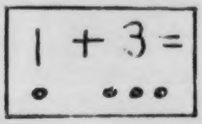
MATERIALS: gameboard marked off in inches from start to finish (see example below)
playing cards with addition questions on front (provide key)
playing pieces

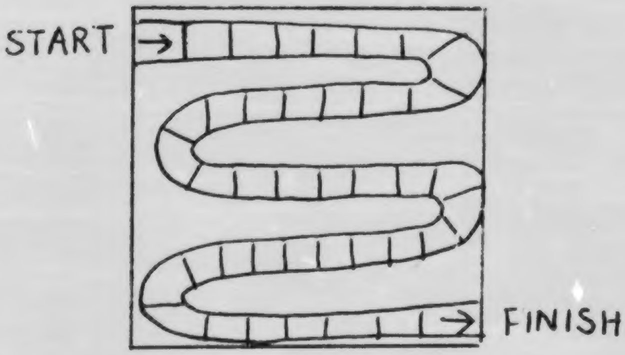
PLAYING DIRECTIONS:

1. Place cards face down on board.
2. Draw a card and say answer.
3. Check answer key.
4. If answer is correct, move that number of spaces. (For example: 1 + 3 = 4 so player moves 4 spaces.)

SUGGESTIONS:

Laminate cards.
Could be adapted to other math processes.
For primary, counting dots could be added to fact cards:





TITLE: Float Your Boat

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Primary

OBJECTIVE: Addition facts

NUMBER OF PLAYERS; 1 or 2

MATERIALS: construction paper (see pattern)
envelope

PLAYING DIRECTIONS:

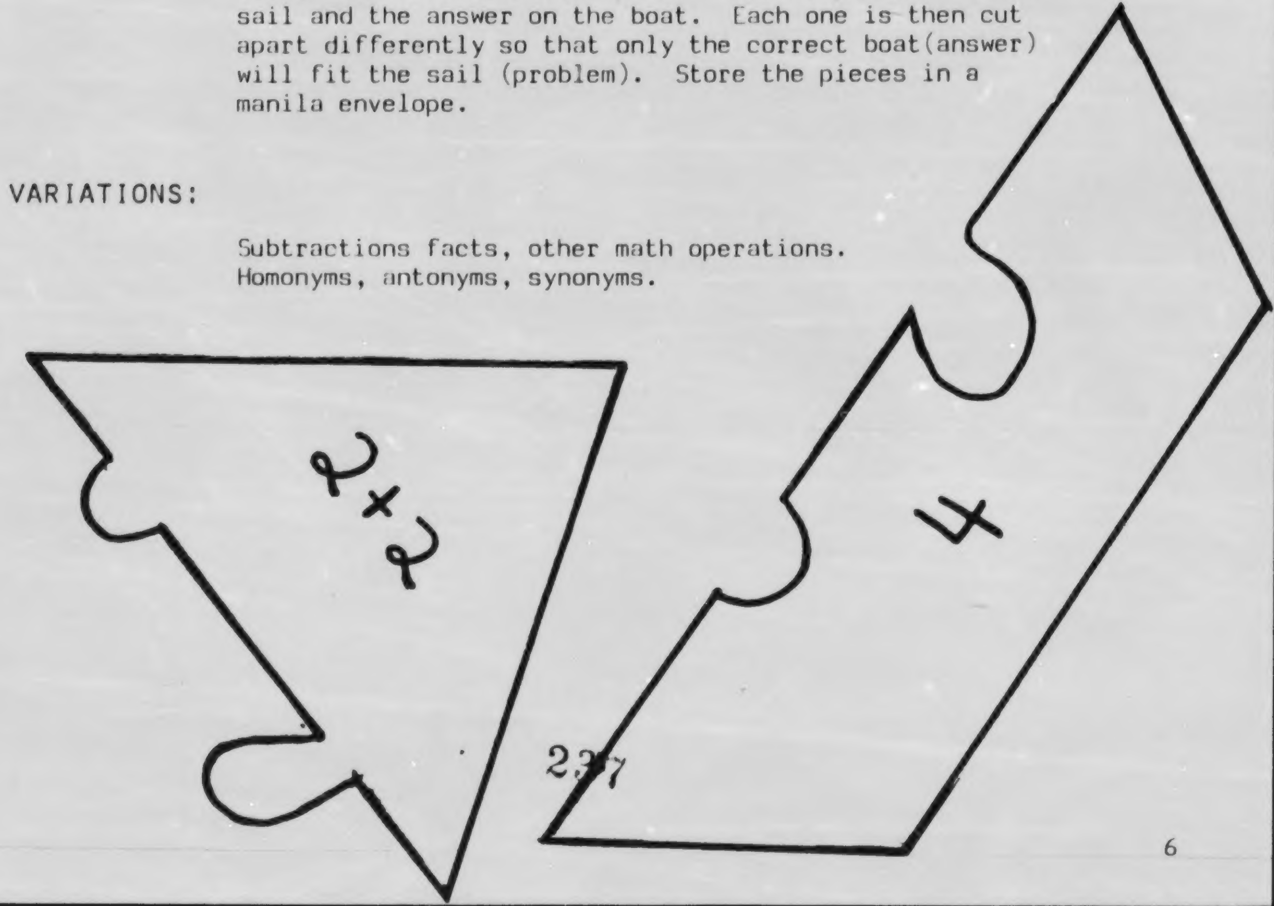
1. Sort the pieces.
2. Read the problem on the sail
3. Find the answer on a boat and put them together.
4. If your answer is correct, the sail and the boat will fit together like a puzzle.

SUGGESTIONS:

These are all made in one piece with the problem on the sail and the answer on the boat. Each one is then cut apart differently so that only the correct boat(answer) will fit the sail (problem). Store the pieces in a manila envelope.

VARIATIONS:

Subtractions facts, other math operations.
Homonyms, antonyms, synonyms.



TITLE: Race Track (File Folder Center)	**SPARC***
SUBJECT AREA: Math	**GRADE LEVEL:** Primary
OBJECTIVE: Addition	**NUMBER OF PLAYERS:** 2

MATERIALS:
file folder
2 race cars as markers
9 - 2" x 2½" pieces of posterboard for addend cards, numbered 1 through 9

PLAYING DIRECTIONS:

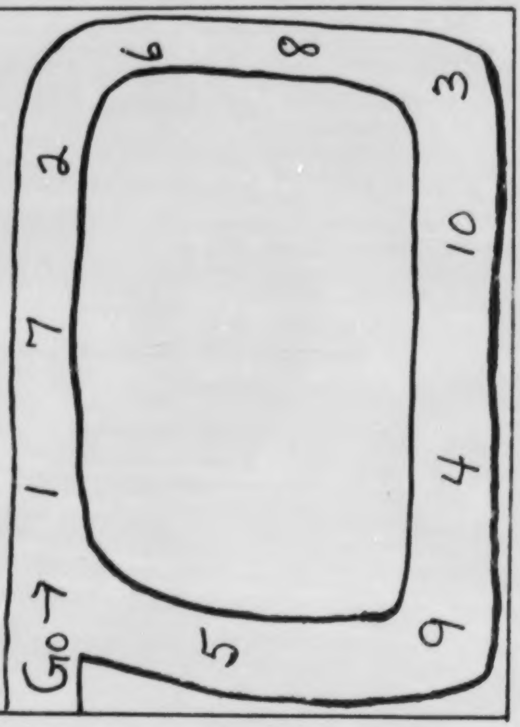
1. Place car on Go and place an addend card in center.
2. Add the 1st number on the race track to the number on the addend card saying the problem aloud.
3. Check the answer with the answer key. If answer is correct, move to the next number on the track.
4. Next player puts new addend card down. Continue in same fashion.

SUGGESTIONS:

Can be timed.
After several tries with this card, try the next racetrack card which has the digits in a different order.

Addition 0-9

+	0	1	2	3	4	5	6	7	8	9
0	0	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9	10
2	2	3	4	5	6	7	8	9	10	11
3	3	4	5	6	7	8	9	10	11	12
4	4	5	6	7	8	9	10	11	12	13
5	5	6	7	8	9	10	11	12	13	14
6	6	7	8	9	10	11	12	13	14	15
7	7	8	9	10	11	12	13	14	15	16
8	8	9	10	11	12	13	14	15	16	17
9	9	10	11	12	13	14	15	16	17	18



TITLE: WAR!

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Primary

OBJECTIVE: Addition - sums to 20

NUMBER OF PLAYERS: 2

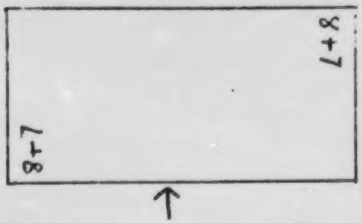
MATERIALS:
posterboard
36 cards 4" x 2½" (See sample below)
Use addition chart at back of book for answer key.

PLAYING DIRECTIONS:

Divide the cards evenly between the two players (18 cards each) and place in two piles, face down. Players turn over the top card and give the answer to the problem on it. The player who has the larger sum wins his opponent's card and puts both cards on his pile, face down. When both players have the same answers (for example 2 + 6 and 4 + 4) it is WAR! Each player places two cards face down on top of his first card (the War card) and then turns the next card up and gives the answer. Higher card this time wins all eight cards, unless both answers are equal, then it's another WAR and each player again puts two more cards down and one face up. Play continues until one player wins all the cards, or game can end at any agreed upon point. For example: each player writes down each sum on cards he plays or wins. First one to have a total of 50 or more wins.

(Example)

4" x 2½" cards



Write WAR
on other side

TITLE: Surprise Trail (File Folder Center)

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Primary

OBJECTIVE: Addition and/or subtraction practice

NUMBER OF PLAYERS: Not more than 3

MATERIALS:

file folder
12 "Surprise" Cards
universal game board
2 dice
game marker
fact folder answer key

PLAYING DIRECTIONS:

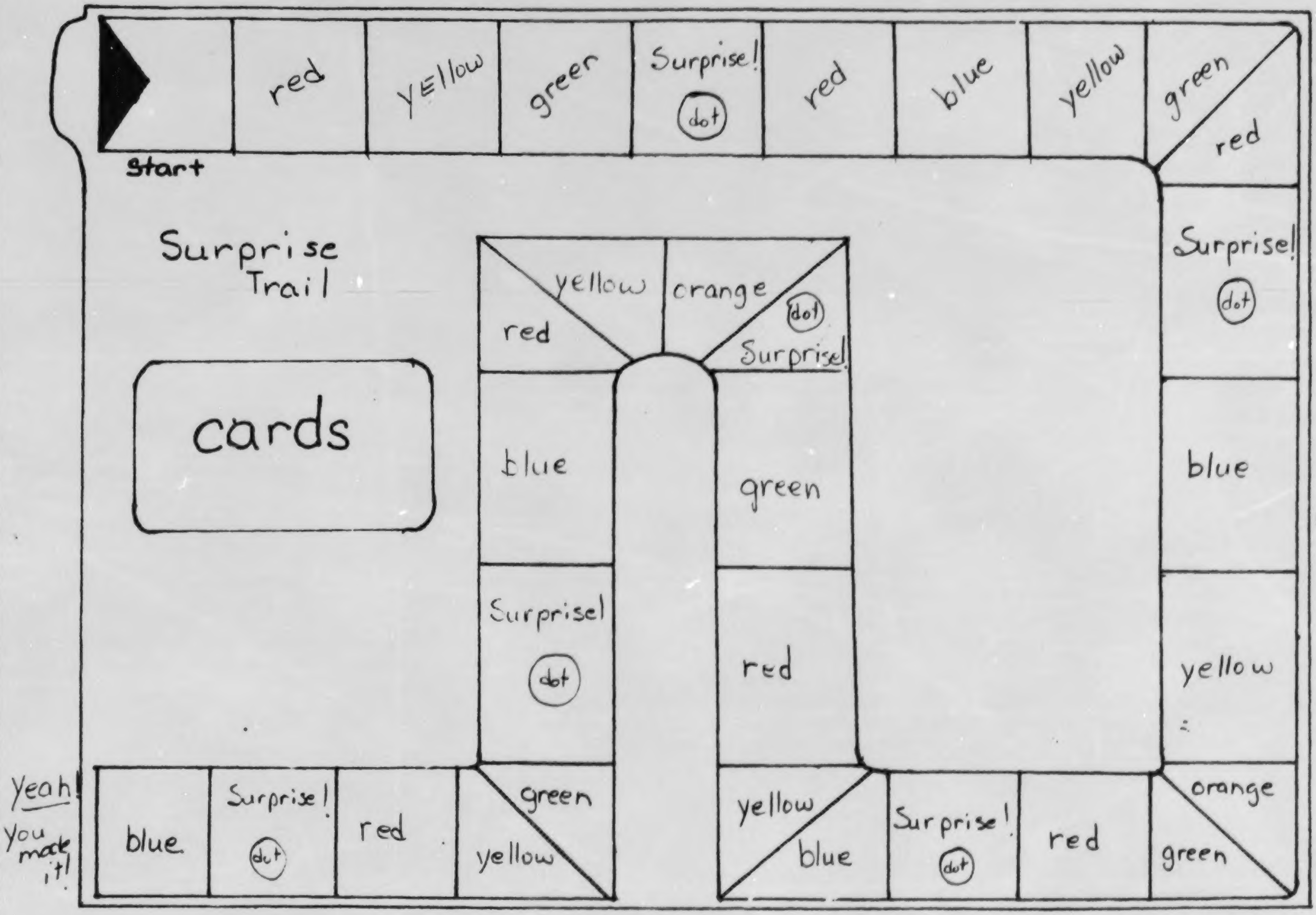
1. Put the Surprise cards face down on the Surprise card space.
2. Roll dice.
3. Add or subtract numbers showing on dice - then move marker the same number of spaces. Check answers on fact folder.
4. If you land on a Surprise space, follow the directions on the Surprise card you draw.
5. First player to complete game spaces wins.

"SURPRISE" CARD EXAMPLES:

Move ahead 4 spaces.
Go back to the nearest blue space.
Roll 1 extra turn on dice.
Go back 2 spaces.

240

pattern on back


Start
red
yellow
green
Surprise!
dot
red
blue
yellow
green
red
Surprise!
dot
blue
yellow
orange
green
red
Surprise!
dot
blue
yellow
green
red
green
orange
dot
Surprise!
yellow
red
blue
Surprise!
dot
green
yellow
red
Surprise!
dot
blue
Yeah!
You made it!
Surprise Trail
cards

TITLE: Pokey the Turtle

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Primary

OBJECTIVE: Subtraction skills

NUMBER OF PLAYERS; 2 to 4

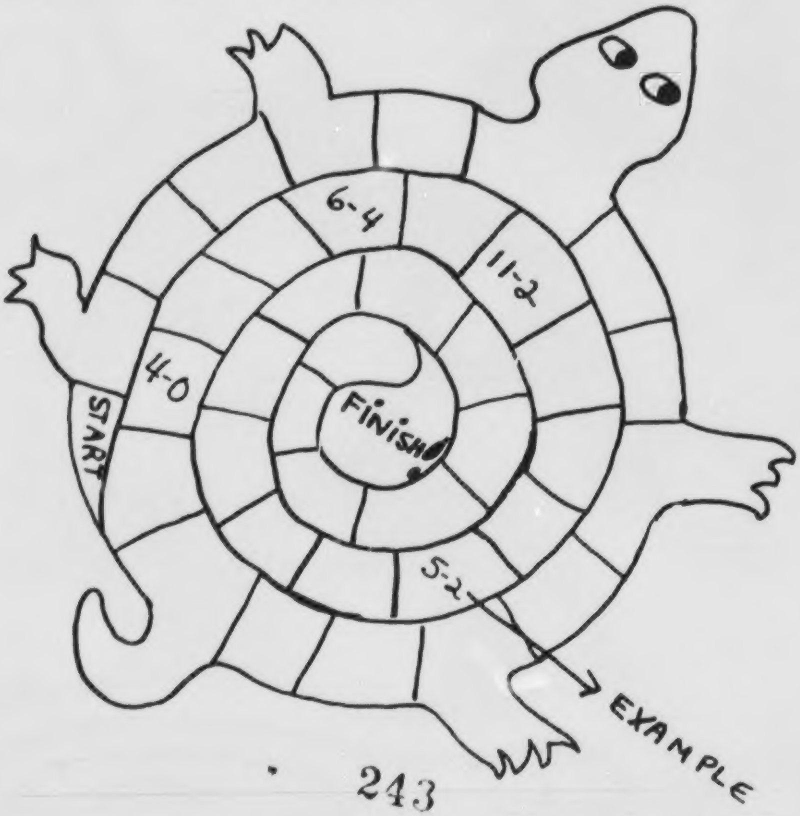
MATERIALS:	game markers	die
	answer key	1 piece of 22" x 28" posterboard

PLAYING DIRECTIONS:

Player rolls the die and moves that number of spaces. If player can give the correct answer to the problem he lands on, he remains on that space. If answer is incorrect, player must return to his prior position. First player to the center wins.

VARIATIONS:

May be used for addition, multiplication, beginning sounds, ending sounds, and vowel sounds.
May be used for parts of speech (v, n, adv., adj.), antonyms, synonyms and homonyms.



TITLE: Win a Pin

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Learning multiplication

NUMBER OF PLAYERS: 2 or 3

MATERIALS:
box - 12" x 18"
Felt for bottom of box
Yarn 2 - 18" pieces
41 spring clothes pins with products written on them
2 dice with numbers 0-5
paper

PLAYING DIRECTIONS:

1. Each player rolls both dice. Add the numbers. Roll the dice again. Add those numbers. Multiply the answers.
2. Find a clothespin that has that product written on it.
3. If your answer is correct, you may keep the clothespin.
   HOW TO USE THE ANSWER SHEET.
   Find one of the numbers you are multiplying on the top row going across. Find the other number on the first row going up and down. The correct product is where the two numbers meet.
4. If a product has been used, the player loses his turn.
5. Play continues until all of the clothespins are taken. The winner is the person who has collected the most clothespins.

TITLE: Win a Pin (Continued)

SPARC®

Multiplication
0 through 12

X	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

TITLE: Grid Multiplication

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Learn to multiply

NUMBER OF PLAYERS: 1

MATERIALS:
1 - 18" x 18" heavy piece of cardboard
7 egg cartons
81 discs numbered 1 through 81

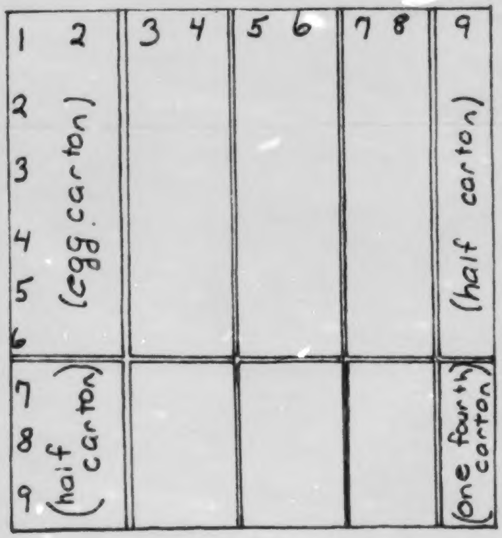
PLAYING DIRECTIONS:

1. Multiply a number on the left side by a number on the top. Find a disc with that number on it and place it in the intersection of those numbers.
2. Fill the whole board and have someone check it for you with the answer key.

Answer Key

Numbers for discs

1	2	3	4	5	6	7	8	9
2	4	6	8	10	12	14	16	18
3	6	9	12	15	18	21	24	27
4	8	12	16	20	24	28	32	36
5	10	15	20	25	30	35	40	45
6	12	18	24	30	36	42	48	54
7	14	21	28	35	42	49	56	63
8	16	24	32	40	48	56	64	72
9	18	27	36	45	54	63	72	81



glue cartons down on cardboard

TITLE: Multiplying Squares (File folder Center)

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Learning multiplication facts 1-9

NUMBER OF PLAYERS: 1

MATERIALS:
file folder
plastic bag
felt
picture

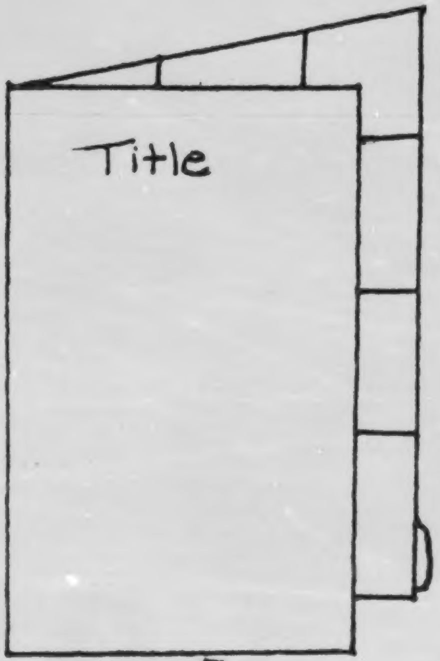
(See directions for making file folder puzzle centers in back of book.)

PLAYING DIRECTIONS:

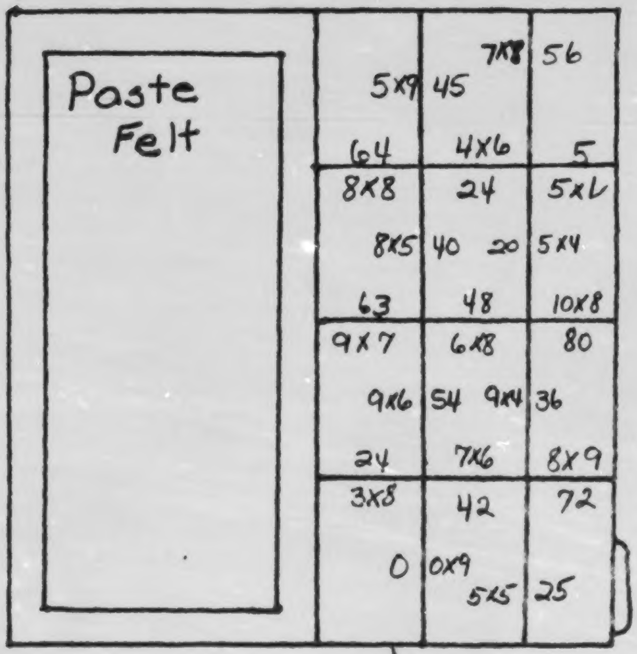
1. Open the folder.
2. Take the pieces out of the bag. Fit the pieces together on the inside of the folder so that each multiplication fact joins the correct answer.
3. Fold the felt side onto your words. Slide one hand under folder, put your other hand on top of it. Carefully flip the folder over so that the back is up.
4. Now open the back side of the folder. If your answers are correct you will see a picture.

SUGGESTIONS:

Title on front.



front of folder


Paste Felt
5x9
45
7x8
56
64
4x6
5
8x8
24
5x1
8x5
40
20
5x4
63
48
10x8
9x7
6x8
80
9x6
54
9x4
36
24
7x6
8x9
3x8
42
72
0
0x9
5x5
25

picture on back of these cards

TITLE: Mouthful Multiplication

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Learn multiplication facts 0-10

NUMBER OF PLAYERS: 1 to 12

MATERIALS:
12 - 9¼" circles of posterboard
12 - 8" circles of posterboard
12 - 2¼" x 8" construction paper for hats
12 - brads
(See illustration on back for directions on making.)

PLAYING DIRECTIONS:

1. Move the mouth to start.
2. Multiply the number at the mouth by the number on the hat.
3. Say the answer to yourself or write it down on a sheet of paper.
4. Check your answer by looking on the back of the mouth.

SUGGESTIONS:

Use a variety of colors for posterboard and construction paper. Answers on back of wheel need to be directly behind the number on the front.

VARIATIONS:

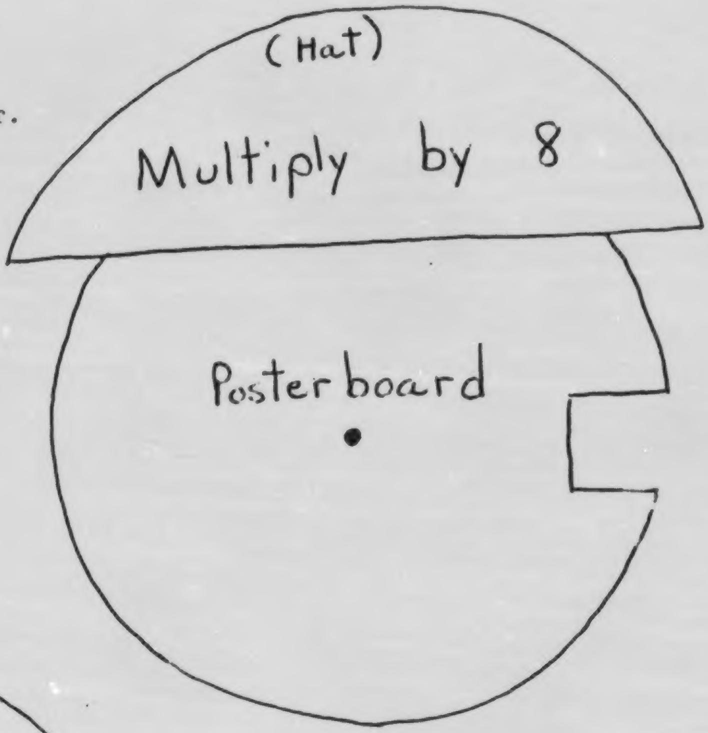
Can also be used for division.

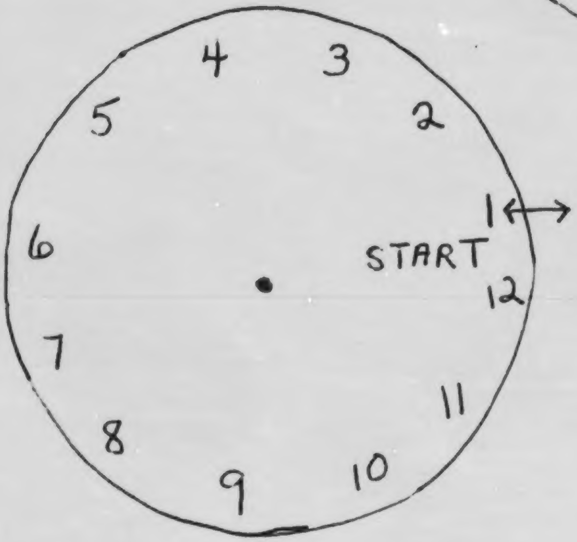
pattern on back

TITLE: Mouthful Multiplication (Continued)

SPARC®

Make out of construction paper. Print "Multiply by" and then each of the numbers 1 through 12 on each hat.


(Hat)
Multiply by 8
Posterboard


4
3
5
2
1
6
START
12
7
11
8
10
9

These numbers show through the mouth when attached to circle above.

Print answers on reverse side. Be sure each answer matches the exact space on the front.

Attach this piece behind above piece with a brad.

TITLE: Turtle Tongue Depressors

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Learn multiplication 1-10

NUMBER OF PLAYERS; 8

MATERIALS:
8 - tongue depressors
8 - 16" pieces of yarn
8 - golf tees
8 - 8" x 10" pieces of posterboard

PLAYING DIRECTIONS:

1. Hold turtle tongue depressor in one hand and golf tee in the other, find a problem and place the tee in the hole beside it.
2. Solve the problem, turn depressor over and see if you are right.

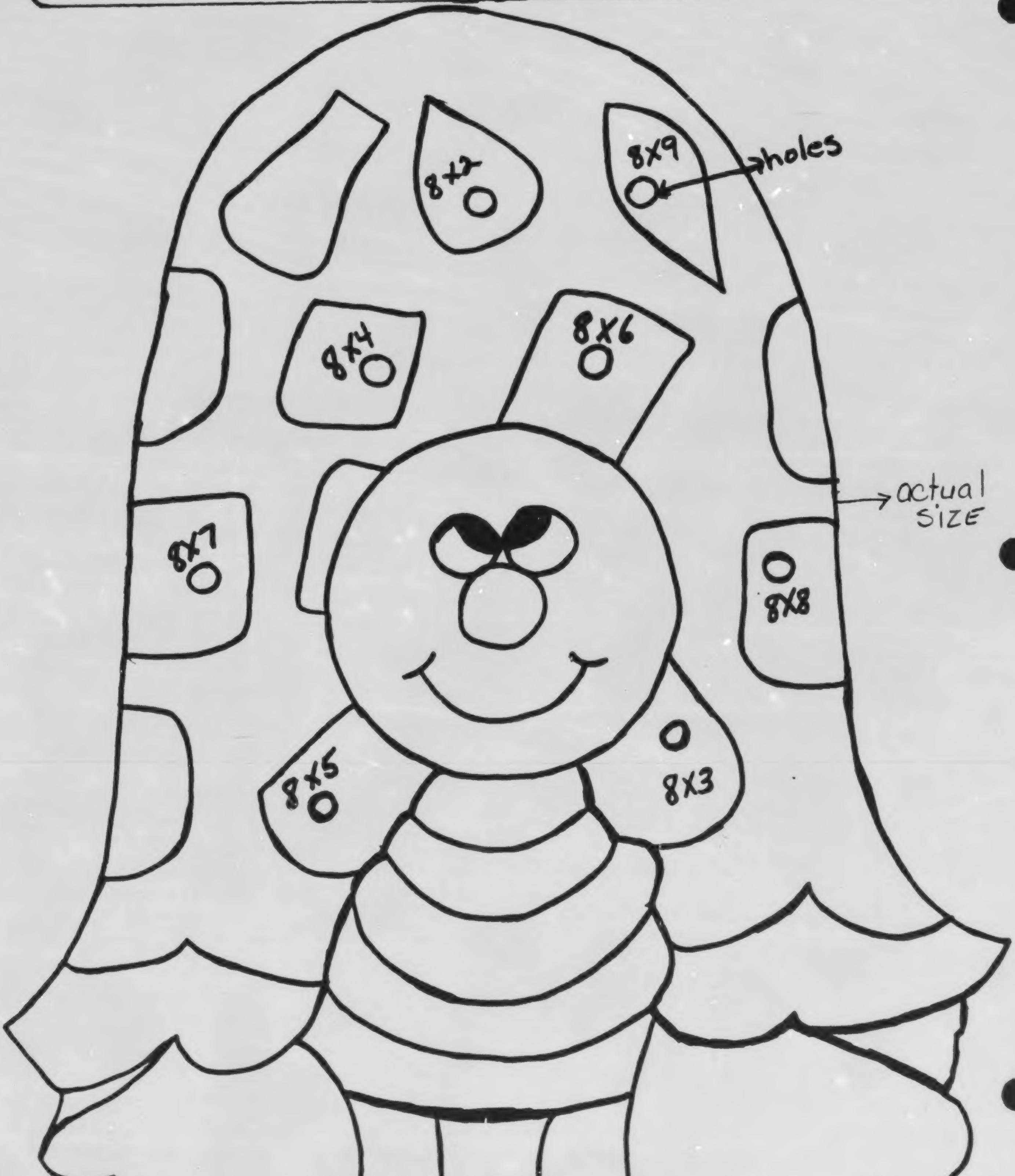
SUGGESTIONS:

Answers are on back of turtles.
Put a hole near bottom of the tongue depressor.
Attach yarn to hole and golf tee to other end of yarn.

Pattern on back

TITLE: Turtle Tongue Depressors (Continued)

SPARC*


8x2
8X9
holes
8x4
8X6
actual SIZE
8x7
8X8
8x5
8X3
TONGUE DEPRESSOR

TITLE: All-Star Basketball

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Multiplication practice - Facts 1 through 12

NUMBER OF PLAYERS; 2 to 4

MATERIALS:

1 piece of 22" x 14" posterboard
paper and pencil to keep score
die
60 basketball circles with a multiplication problem written on each circle and either 1,2, or 3 points assigned to each problem.
42 matching basketball circles with penalties as follows: 4 each of SHOE UNTIED, YOU FOULED, OUT-OF-BOUNDS, DOUBLE DRIBBLE, JUMP BALL, MISSED SHOT, TRAVELING, TIME OUT, and 10 circles of GO TO BENCH.

PLAYING DIRECTIONS;

1. All players begin at the center circle, just like an opening tip-off.
2. Deal all question cards (basketballs) face down on the various shot areas (brown circles). All shot areas should be covered by a question card but all the shot areas do not have to have the same number of question cards.
3. The number rolled indicates the number of moves he may make before stopping to take a shot (question card). A player may move in any direction but must follow the lines.
4. When a player is at a shot area he turns over the top card and trys to answer the question.
5. If a correct answer is given, the player keeps the basketball question card and adds the points to his score. If a wrong answer is given, the card is returned to the bottom of that pile.
6. It is then the next player's turn.
7. More than one player can be at the same shot area at the same time.
8. Each time it is a different player's turn, he must move to a different shot area. He may then return to a previous shot area.

---

* Pattern on back

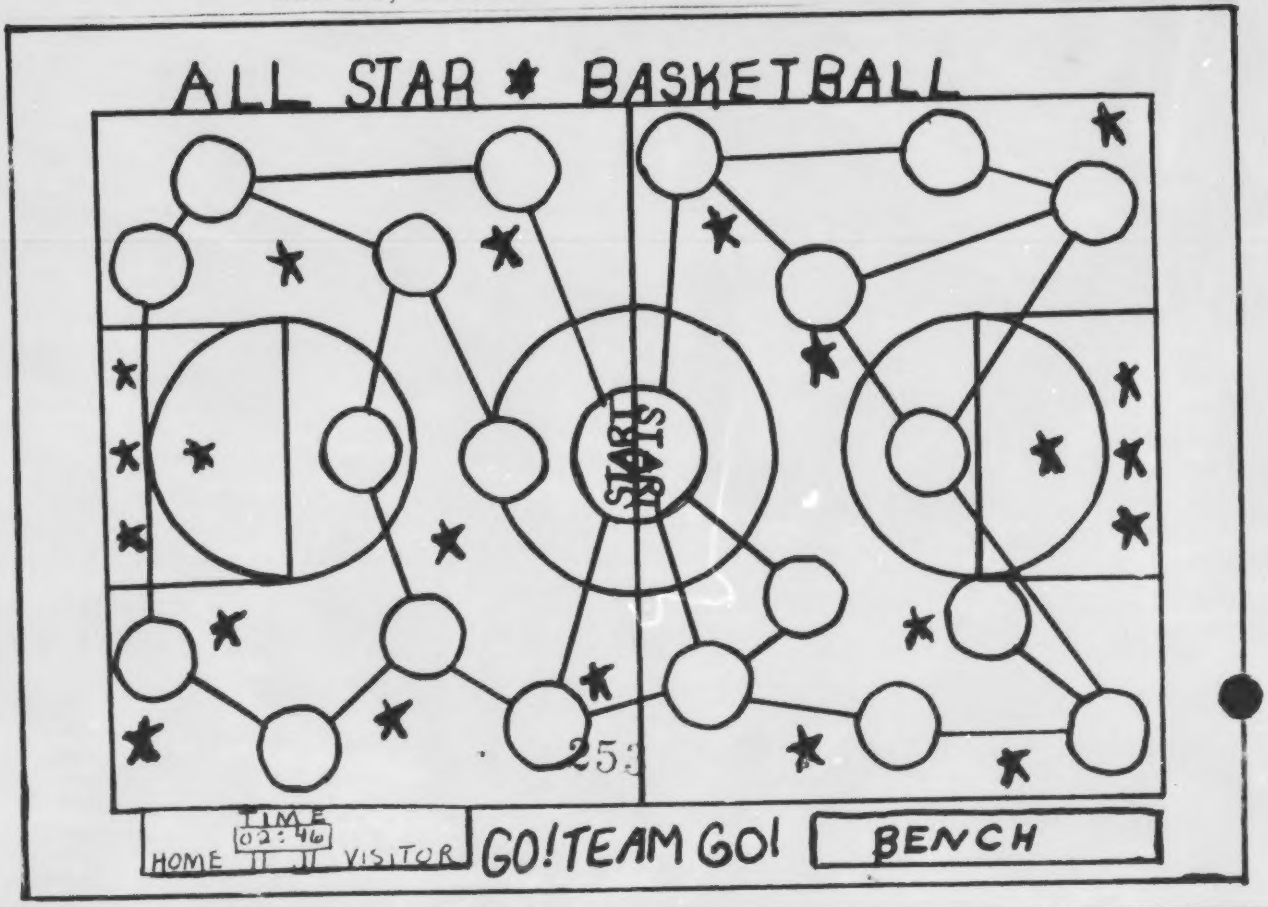
TITLE: All-Star Basketball (cont.) **SPARC***

PENALTIES:

1. Some of the question cards will contain penalties (TIME OUT, YOU FOULED, etc.). A player drawing one of these loses a turn. Other penalty cards might say DOUBLE DRIBBLE, OUT- OF - BOUNDS, etc..
2. If a player draws a card saying GO TO BENCH, he must go to the bench and wait until his next turn. Then he must roll a 1 or 6 in order to go to START where he can roll again and resume play. He must stay benched until he rolls a 1 or 6.
3. When a player draws a penalty card, he keeps it and it is no longer part of the game.

GAME ENDS:

1. When all basketball question cards and penalty cards have been used.
2. The winner is the player with the most points, not the most cards.
3. As the game progresses, some shot areas will run out of cards - that is okay - a player forced to land there will just not draw a card until the next time when they can roll the die and move on.



TITLE: Multiplication Concentration Flash Cards

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Learn multiplication facts 1-12

NUMBER OF PLAYERS: 2 or more

MATERIALS: 50 - 4" x 3" pieces of posterboard
On 25 of the cards, write a multiplication problem.
On the other 25 cards, write the products of those problems.

PLAYING DIRECTIONS:

Played just like concentration.

1. Turn all cards over, blank side up.
2. Turn over two cards. If cards match, the player keeps the match. If they don't match, turn them back over.
3. Continue until you can make a match.
4. Game is over when all are matched up.

SUGGESTIONS:

Include multiplication table for answer key.
Adapt cards for addition, subtraction, or division facts.

TITLE: E.S.P.

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Multiplication concentration

NUMBER OF PLAYERS: 2 plus a leader

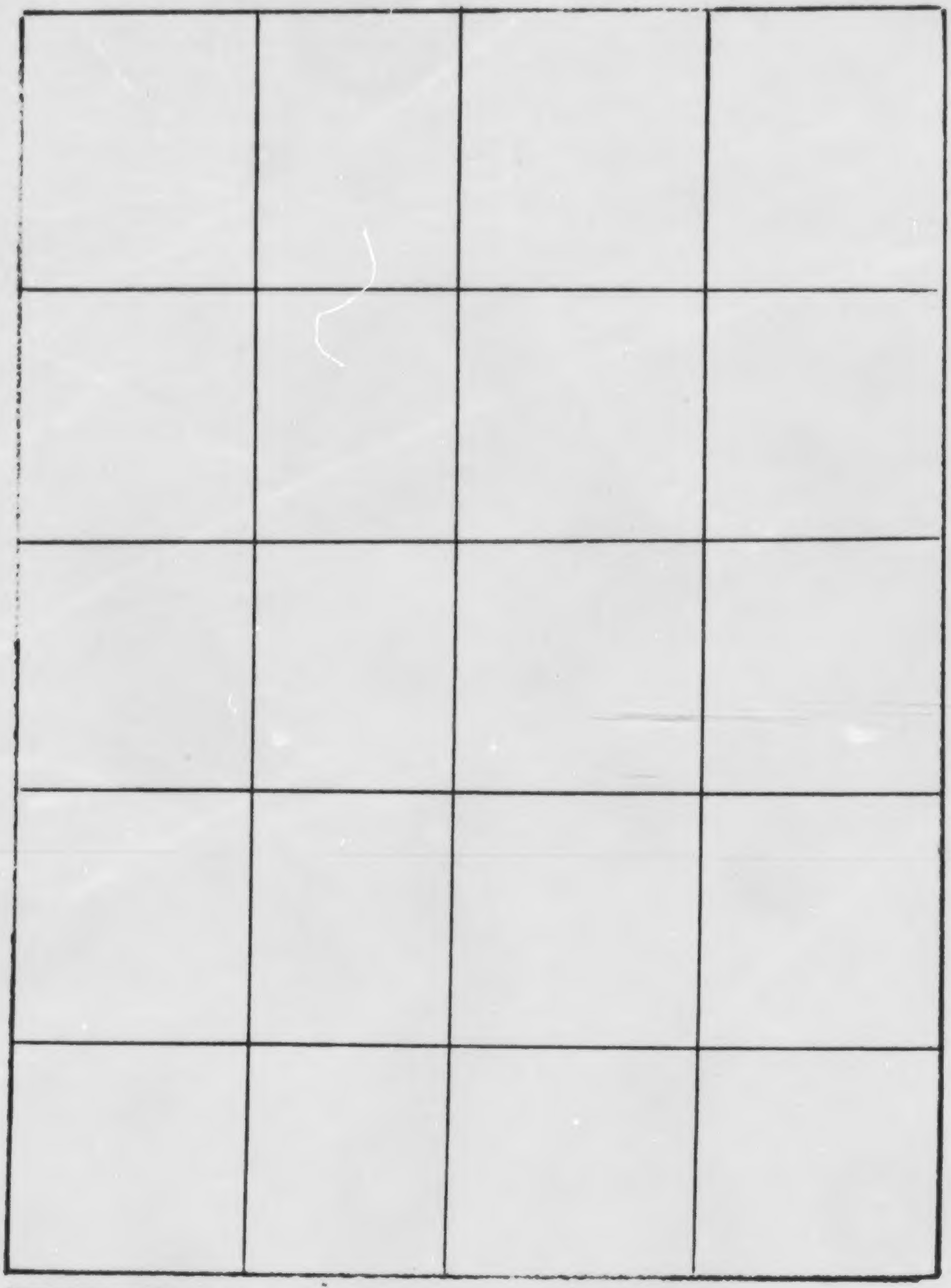
MATERIALS: 20 3" x 3" cards numbered 1-20
On the reverse side of each card appears one of the following: 5 x 5, 3 x 3, 5 x 6, 8 x 7, 4 x 8, 6 x 3, 7 x 3, 9 x 8, 6 x 4, 8 x 8, 25, 9, 30, 56, 32, 18, 21, 72, 24, and 64.
1 14" x 20" piece of posterboard for gameboard

PLAYING DIRECTIONS:

1. The cards are placed on the gameboard with the number 1 thru 20 face up in order.
2. The first player calls out two numbers showing on the gameboard. The leader turns over these two cards. If the cards make a correct multiplication problem the player receives a point and the two cards remain turned up. The player continues until he is unable to match two cards. Then the leader turns the unmatched cards over again, with the number side up.
3. The players alternate turns until all the cards are matched correctly.
4. As successive cards are turned up, each player tries to memorize the position of multiplication combinations that might prove useful in future plays.
5. The player with the most points wins the game.

Pattern on back

E.S.P. Gameboard



2

Front

5x5

Back

⟷ EXAMPLE OF A CARD
3" X 3"

TITLE: Tricky Dozen

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Multiplication

NUMBER OF PLAYERS; 2 plus a leader

MATERIALS:

2 sets of 12 discs in a contrasting color, numbered 1-12
multiplication table for key
1 - 22" x 14" gameboard

PLAYING DIRECTIONS:

1. Each player places his discs (number side up) on alternate squares in the first three rows of the board facing him. The discs need not be placed in numerical sequence.
2. Players follow the same rules as for checkers: Players move their discs diagonally from square to square toward the opposite side of the board. Each player tries to capture the opponent's discs by jumping them, either by single or multiple jumps. When a player reaches the last row of the board, he crowns his disc by setting two discs atop one another; the crowned "king" may now move both backward and forward diagonally.
3. When the player is about to jump his opponent's disc or discs, he must multiply the number on his disc by the number on his opponent's disc and call out the equation before he moves. For example, if he intends to use his 2 disc to jump his opponent's 3 disc, he calls out the equation 2 x 3 = 6.
4. If a player makes two jumps, he must call out the equation for each jump before he moves. He is allowed only as many moves as he can supply equations for. For example, if he wants to use his 2 disc to jump the opponent's 3 and 5 discs, he calls out the equations 2 x 3 = 6 and 2 x 5 = 10, and then makes the two jumps.
5. The leader checks the players' answers with the multiplication table.
6. A player wins the game when he captures all of his opponent's discs.

Pattern on back

TITLE: Tricky Dozen (Continued)

SPARC*

Gameboard

color		color		color		color	
	color		color		color		color
color		color		color		color	
	color		color		color		color
color		color		color		color	
	color		color		color		color
color		color		color		color	
	color		color		color		color

Squares marked "color" should all be colored in one color, similar to a checker board.

TITLE: Delivering the Mail

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Multiplication

NUMBER OF PLAYERS: 2 to 4

MATERIALS:
1 - 24" x 18" piece of posterboard
markers
die
40 multiplication problem cards size 2" x 3"

PLAYING DIRECTIONS:

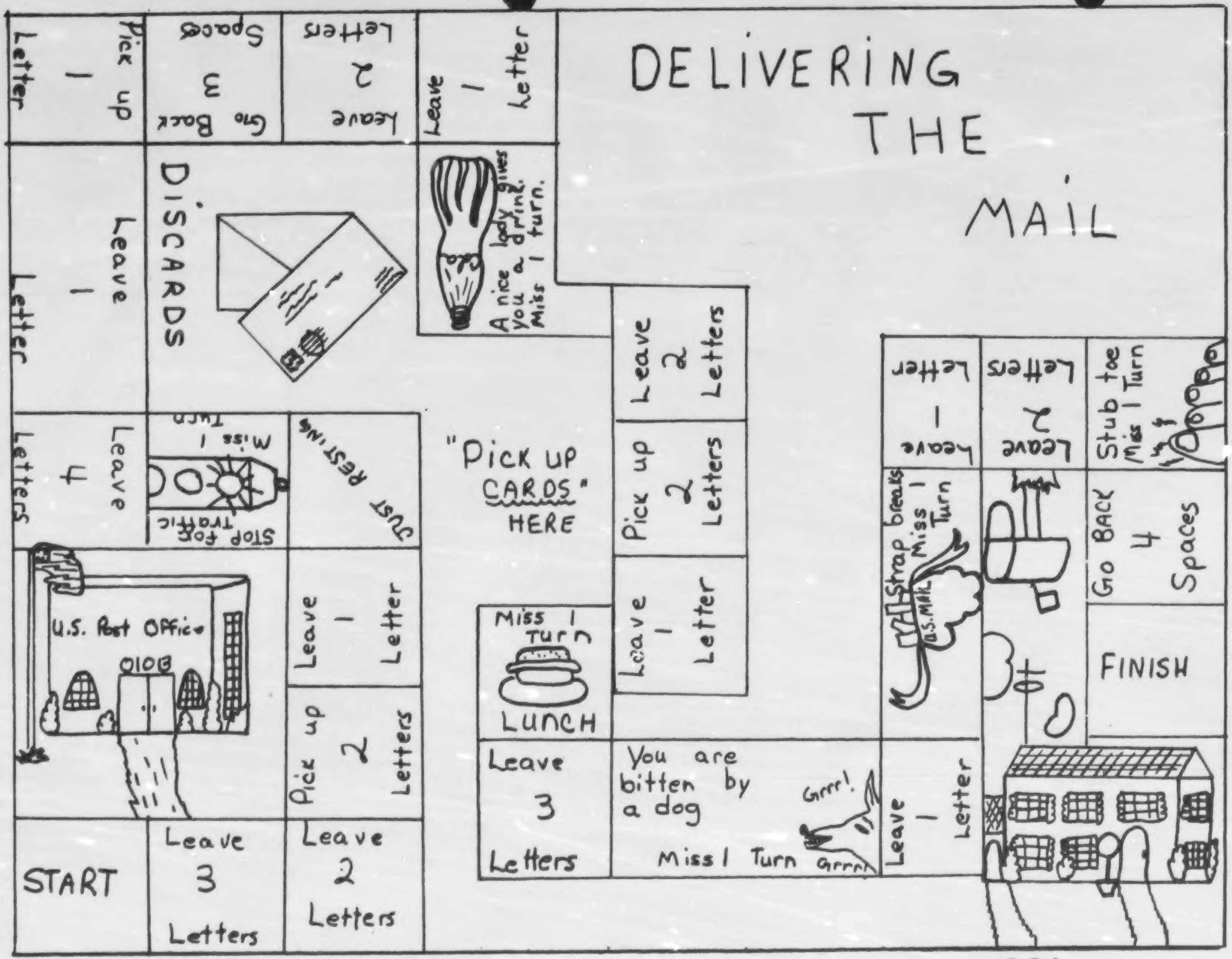
1. Delivering the Mail is a game for 2, 3, or 4 players.
2. All players start at the Post Office.
3. The deck of playing cards (problem cards) is dealt out evenly to all players -- but save a few cards for "pick-up cards".
4. Players keep the cards they are dealt face down in front of them.
5. The players take turns rolling a die and moving the indicated number of spaces.
6. The player follows the directions on the space he lands on.
7. For example: If a player throws a 3, he will land on a space saying, "Leave 2 letters here." He then picks up the top 2 cards in his deck. If he can answer the problems correctly, he leaves the cards there.
8. If a player misses the problem, he must put it on the bottom of his deck.
9. If a player lands on a space saying "pick-up", he must pick up the number indicated on the card and put them on the bottom of his pile.
10. During a game, all letters delivered are put in the discard pile.
11. The player able to deliver all his cards first wins.
12. Maybe this person can be postmaster next game.

Examples of problem cards:
6 x ____ = 18
7 x 9 = ____
6 x ____ = 6

SUGGESTIONS:

Decorate the back of the problem cards like a letter.
Use an answer key.

pattern on back


DELIVERING THE MAIL
START
Leave 3 Letters
Leave 2 Letters
Pick up 2 Letters
Leave 1 Letter
U.S. Post Office
0108
Leave 4 Letters
STOP FOR traffic Miss 1 Turn
JUST RESTING
Leave 1 Letter
Pick up 1 Letter
Go Back 3 Spaces
Leave 2 Letters
Leave 1 Letter
DISCARDS
A nice lady gives you a drink. Miss 1 turn.
"Pick up CARDS" HERE
Leave 2 Letters
Pick up 2 Letters
Leave 1 Letter
Miss 1 Turn
LUNCH
Leave 3 Letters
You are bitten by a dog
Grrr!
Miss 1 Turn
Grrrr
Leave 1 Letter
Strap breaks Miss 1 Turn
U.S. MAIL
Leave 1 Letter
Leave 2 Letters
Stub toe Miss 1 Turn
Go BACK 4 Spaces
FINISH

TITLE: Baseball Slide

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Multiplication facts

NUMBER OF PLAYERS; 1 or group game

MATERIALS: 1 - 8" circle of posterboard
3 - 3" x 21" strips of posterboard

PLAYING DIRECTIONS:

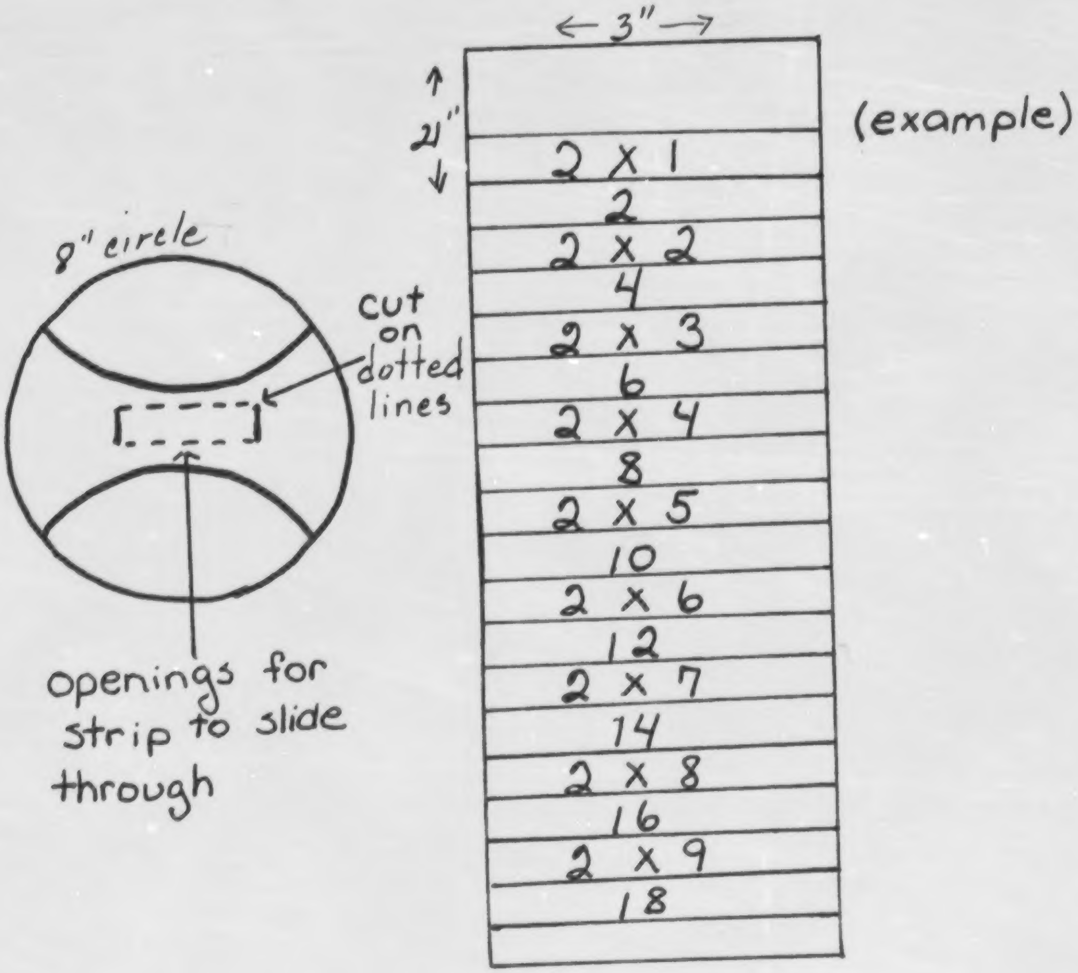
1. Put game pieces in front of you.
2. Put a strip through the slits on the baseball.
3. Say the answer to yourself or write it down on a piece of paper.
4. Check your answer by sliding the strip up.

SUGGESTIONS;

1. Mix facts
2. Use for division, addition and subtraction

TITLE: Baseball Slide (Continued)

SPARC*


8" circle
cut on dotted lines
openings for strip to slide through
← 3" →
2"
(example)
2 x 1
2
2 x 2
4
2 x 3
6
2 x 4
8
2 x 5
10
2 x 6
12
2 x 7
14
2 x 8
16
2 x 9
18

TITLE: Whirligig

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Practice multiplication facts

NUMBER OF PLAYERS; 2-6 plus a leader

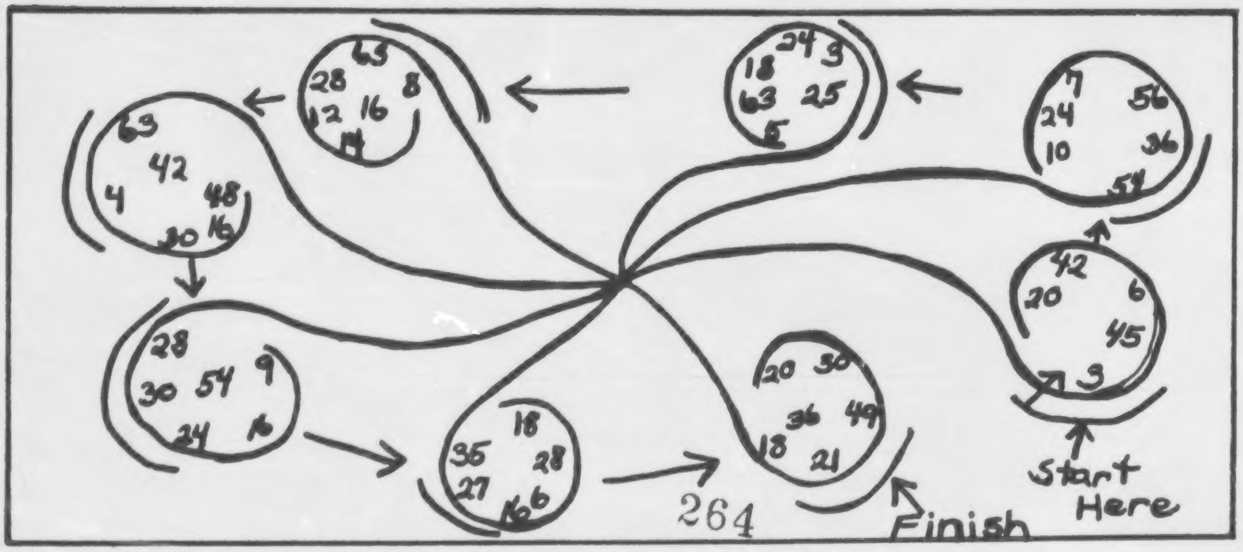
MATERIALS: 1 different colored marker per player
2 blank dice marked as follows: 2,3,4,5,6,7 and 3,4,5,6,7,8
1 - 12" x 22" piece of posterboard

PLAYING DIRECTIONS:

1. Each player rolls the dice and multiplies the top two numbers. The person who rolls the highest product plays first. The person to his left is next.
2. The first player rolls the dice. He multiplies the two top numbers and calls out the product. If the product is found in the first whirl, he places his marker on that product. If the number is not in the first whirl, or if he calls out the incorrect product, he does not move his marker. He leaves it on the starting line, and the next player takes his turn. The leader checks all products against the game board key.
3. A player may move into the next whirl only if, after the throw of his dice, he finds the answer in that whirl.
4. Players must move from whirl to whirl, they may not skip a whirl.
5. The first player to reach the last whirl wins the game.

SUGGESTIONS:

Make an answer key on a separate piece of posterboard.



Multiplication
0 through 12.

X	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

TITLE: Hippo-Go-Round

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate or Primary

OBJECTIVE: Math skills

NUMBER OF PLAYERS: 2-5

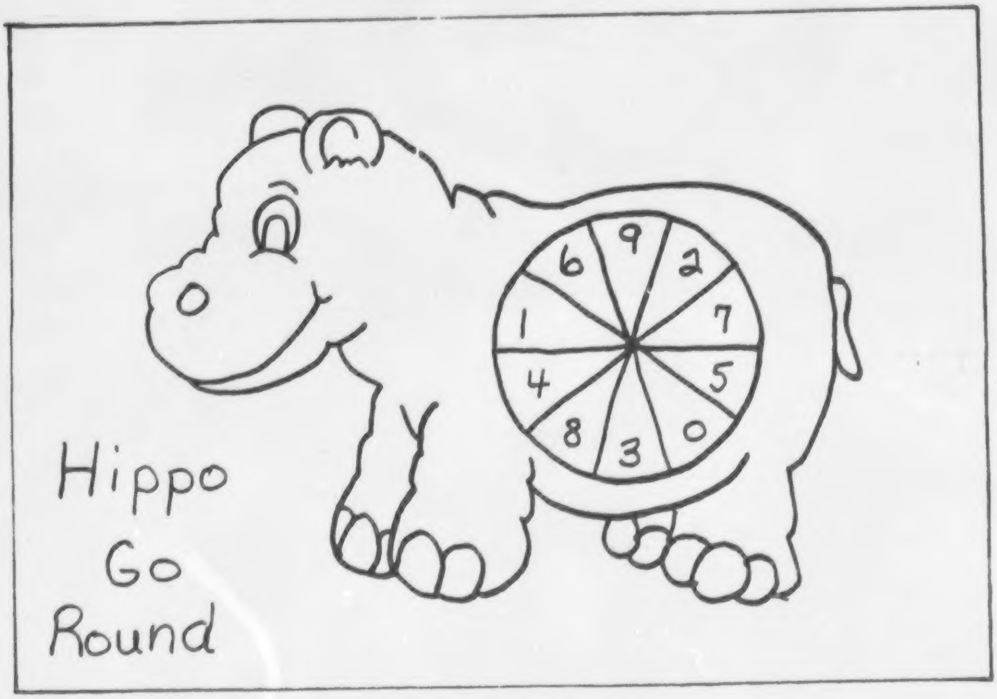
MATERIALS: 1 - 14" x 22" piece of posterboard
spinner

PLAYING DIRECTIONS:

1. Spin the spinner two times.
2. Add the two numbers together or subtract the small number from the larger number.
3. Check your answer with the fact sheet.

VARIATIONS:

Multiply the two numbers.
Provide fact sheet for math skill used.



TITLE: Magic Square

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Primary/Intermediate

OBJECTIVE: Math facts

NUMBER OF PLAYERS: 1

MATERIALS: 9" square of posterboard
9 - 1" squares of posterboard numbered 1 through 9
plastic bag

PLAYING DIRECTIONS:

1. Use the number squares to make each row across, down and diagonally add up to 15.

SUGGESTIONS:

Answer key on back.
Divide the posterboard into 9 squares.
Hint: put the 5 in the center square.

8	1	6
3	5	7
4	9	2

TITLE: Pot-o-Gold

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

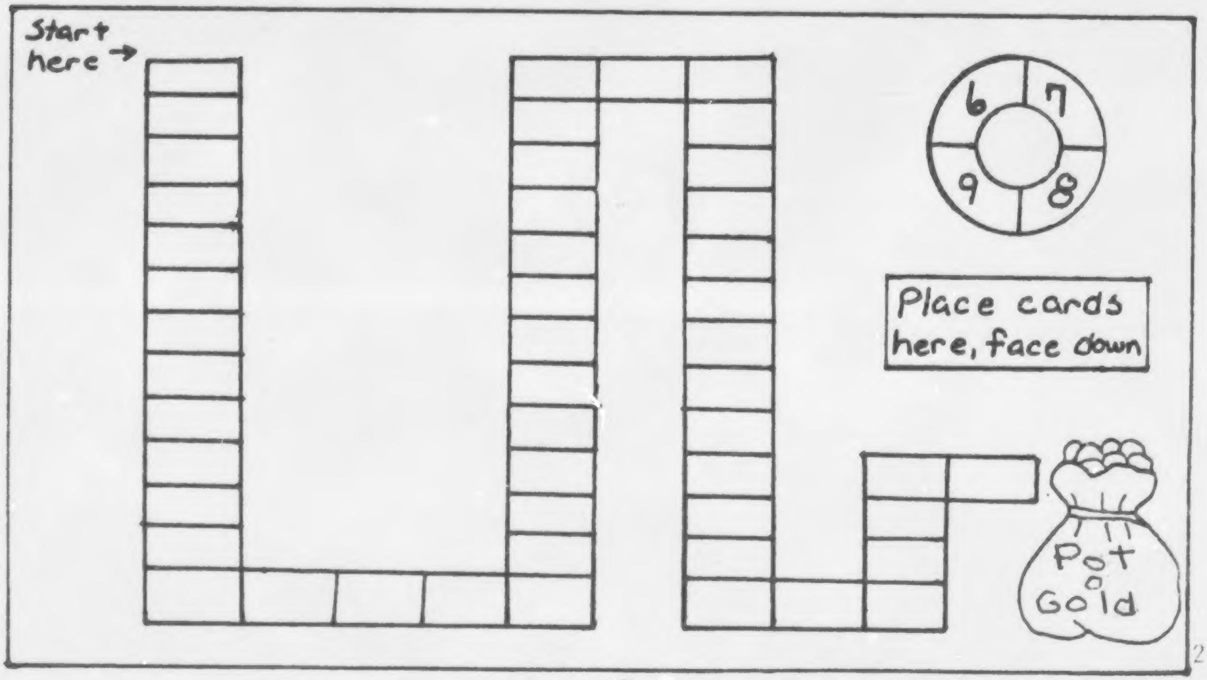
OBJECTIVE: To provide practice in division with remainders

NUMBER OF PLAYERS: 2-4 plus a leader

MATERIALS:
1 marker per player, each a different color
spinner
45-2" x 3" cards numbered as follows:
10, 11, 13, 15, 17, 19, 20, 22, 23, 25, 26, 29, 31, 33, 34, 37, 38, 39, 41, 43, 44, 47, 50, 51, 52, 53, 55, 57, 58, 59, 60, 61, 62, 65, 66, 67, 71, 72, 73, 75, 77, 79, 81, 83, 85
gameboard key (not included)
gameboard 14" x 21"

PLAYING DIRECTIONS:

1. Each player takes his turn spinning. The player who spins the highest number is first.
2. The first player spins the spinner and takes the top card. He divides the number on the card by the number spun and calls out the answer. The remainder in the answer determines the number of moves the player may make with his marker on the gameboard. The leader checks all answers against the gameboard key.
3. If the remainder is zero the player stays in place.
4. If a player gives an incorrect answer, he loses his turn.
5. The first player who reaches the Pot-o-Gold wins the game.



TITLE: Egg Carton Game	**SPARC***
SUBJECT AREA: Math	**GRADE LEVEL:** Intermediate
OBJECTIVE: Teaching multiplication and division	**NUMBER OF PLAYERS:** 1

MATERIALS: 1 egg carton - One number (1-12) written in each section
1 small piece of posterboard to fit on top of carton - Write directions here
2 game markers - place in carton

PLAYING DIRECTIONS:

1. Shake egg carton and open.
2. Multiply the numbers under the markers on the bottom of the egg carton.
3. Check you answer with the answer key.

SUGGESTIONS:

Provide multiplication table for answer key.

TITLE: An Array of Facts (File Folder Center)

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Multiplication-division facts 1-8

NUMBER OF PLAYERS: 1

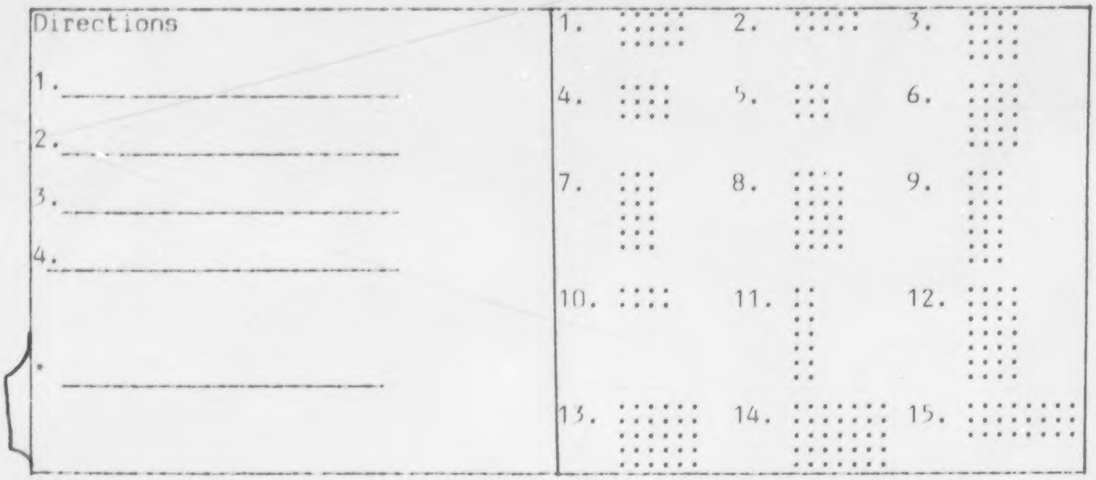
MATERIALS: file folder
pencil and paper

PLAYING DIRECTIONS:

1. Take pencil and paper.
2. Write your name on the paper.
3. Number to 15.
4. Write the two multiplication and the division facts for each set of dots.*

*Some sets of dots may have only one multiplication and division fact. Example: 5x5 = 25 25÷5 =5

SUGGESTIONS:



See answer key on back

TITLE: An Array of Facts (File Folder Center) Cont.

SPARC*

ANSWER KEY:
1. 5 x 3 = 15, 3 x 5 = 15, 15 ÷ 3 = 5, 15 ÷ 5 = 3
2. 2 x 5 = 10, 5 x 2 = 10, 10 ÷ 2 = 5, 10 ÷ 5 = 2
3. 4 x 4 = 16, 16 ÷ 4 = 4
4. 3 x 4 = 12, 4 x 3 = 12, 12 ÷ 3 = 4, 12 ÷ 4 = 3
5. 3 x 3 = 9, 9 ÷ 3 = 3
6. 4 x 5 = 20, 5 x 4 = 20, 20 ÷ 4 = 5, 20 ÷ 5 = 4
7. 3 x 6 = 18, 6 x 3 = 18, 18 ÷ 6 = 3, 18 ÷ 3 = 6
8. 4 x 6 = 24, 6 x 4 = 24, 24 ÷ 6 = 4, 24 ÷ 4 = 6
9. 3 x 7 = 21, 7 x 3 = 21, 21 ÷ 7 = 3, 21 ÷ 3 = 7
10. 2 x 4 = 8, 4 x 2 = 8, 8 ÷ 2 = 4, 8 ÷ 4 = 2
11. 2 x 7 = 14, 7 x 2 = 14, 14 ÷ 2 = 7, 14 ÷ 7 = 2
12. 4 x 7 = 28, 7 x 4 = 28, 28 ÷ 7 = 4, 28 ÷ 4 = 7
13. 5 x 6 = 30, 6 x 5 = 30, 30 ÷ 5 = 6, 30 ÷ 6 = 5
14. 5 x 7 = 35, 7 x 5 = 35, 35 ÷ 5 = 7, 35 ÷ 7 = 5
15. 3 x 8 = 24, 8 x 3 = 24, 24 ÷ 3 = 8, 24 ÷ 8 = 3

TITLE: Math Gameboard

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Division and multiplication

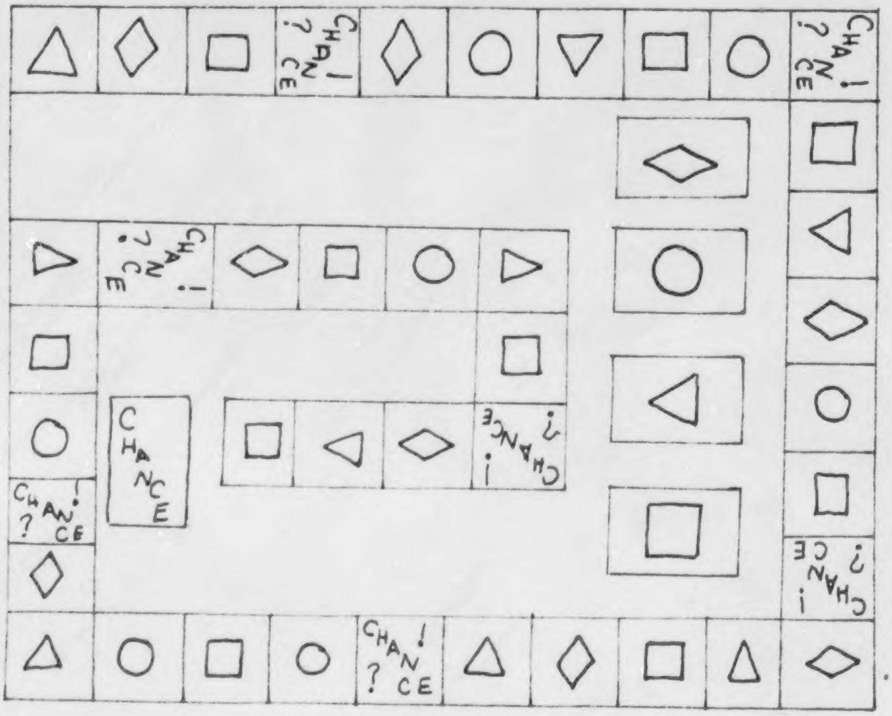
NUMBER OF PLAYERS: 2 or more

MATERIALS:

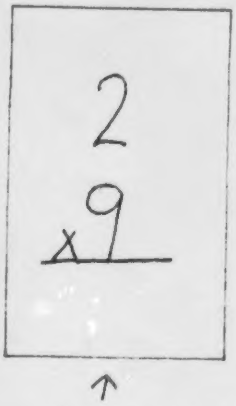
1 - 22" x 20" piece of posterboard
72 - 2" x 3" cards with division facts 7 - 12 on them with circles on other side.
72 - 2" x 3" cards with division facts 1 - 6 on them with diamonds on other side.
72 - 2" x 3" cards with multiplication facts 7 - 12 on them with triangles on other side.
72 - 2" x 3" cards with multiplication facts 1 - 6 on them with squares on other side.
1 die with numbers 1 - 6 on them.
36 - 2" x 3" cards for chance cards.
Include an answer sheet.

PLAYING DIRECTIONS:

1. Roll the die. Move that number of spaces.
2. Choose a card from the stack that has the same shape as the one you landed on.
3. If you give the correct answer, you may remain on that shape. If not, go back to the shape you were on.
4. After each card is played, place it on the bottom of the stack.



(example)



shape on other side

TITLE: Ollie the Octopus

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Primary

OBJECTIVE: Addition and subtraction

NUMBER OF PLAYERS: 2

MATERIALS:
1 piece of 22" x 28" posterboard
magnetic tape cut in small pieces
40 cards cut in mitten shapes
3-3" x 5" cards (for number cards)

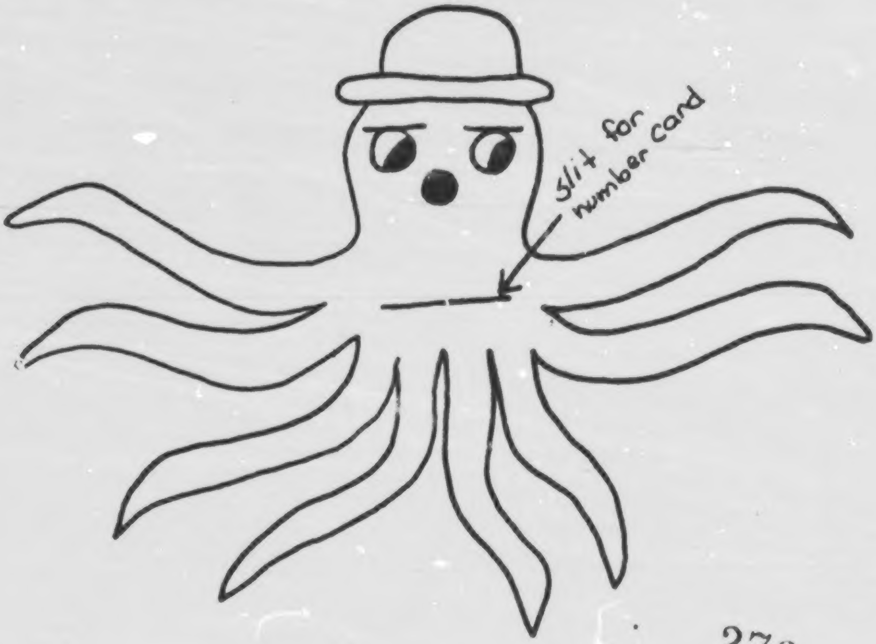
PLAYING DIRECTIONS:

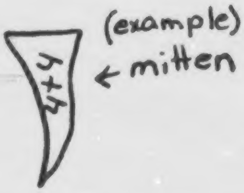
1. Place mitten which corresponds to the correct answer on the octopus.
2. Change number cards frequently

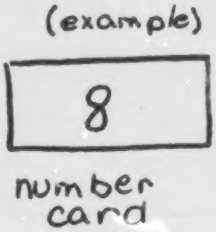
SUGGESTIONS:

Attach small pieces of magnetic tape to mittens and octopus' legs.

VARIATIONS: Use for other math operations (÷, X)


slit for number card


4+4
(example)
← mitten


(example)
8
number card

TITLE: Milk Carton Computer

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Primary

OBJECTIVE: Learning math facts (+ - x ÷)

NUMBER OF PLAYERS: 1 or more

MATERIALS:

½ gallon milk carton (See diagram for directions on making)
contac paper (enough to cover carton)
2" x 3" cards with math facts written on one side, answers written on back
small piece of tagboard

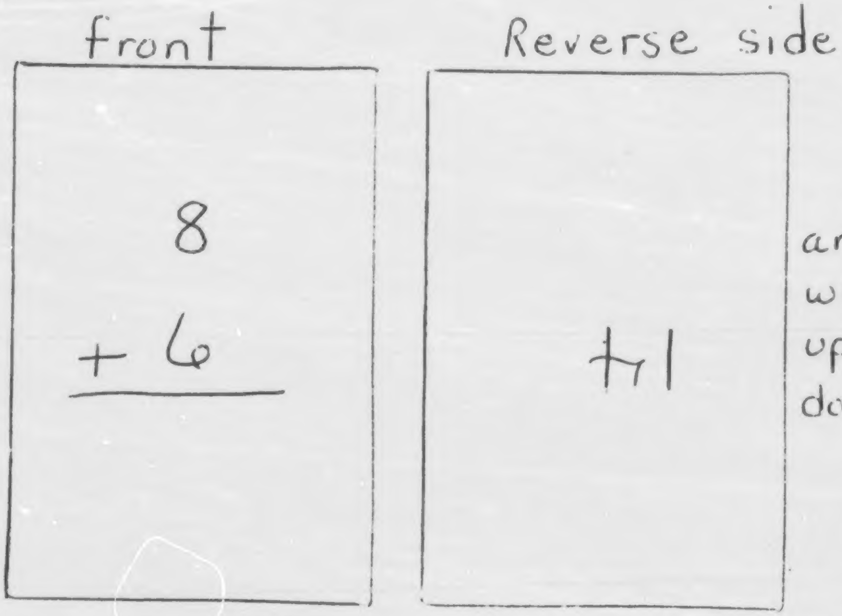
PLAYING DIRECTIONS:

1. Look at problem on card.
2. Say the answer.
3. Put the card face up into the slit in the computer.
4. When the card comes out of the computer, it will show you the correct answer.

SUGGESTIONS:

Laminate cards.
Multiple uses, i.e., color recognition, parts of speech, pronouns, abbreviations, etc.

Example of fact card →



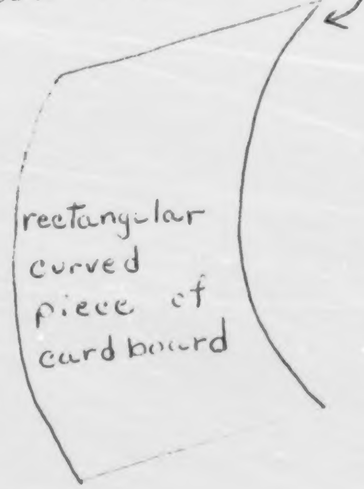
answers written upside down

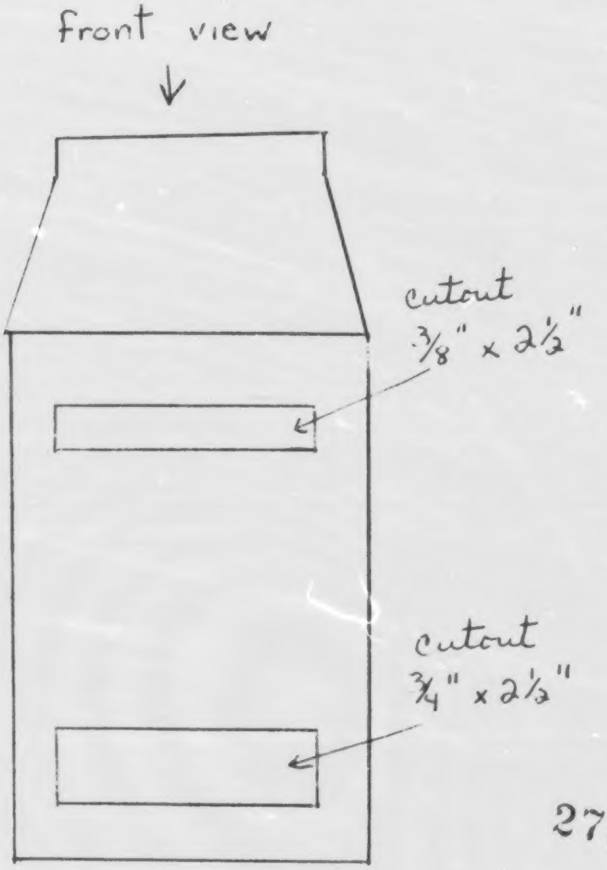
pattern on back

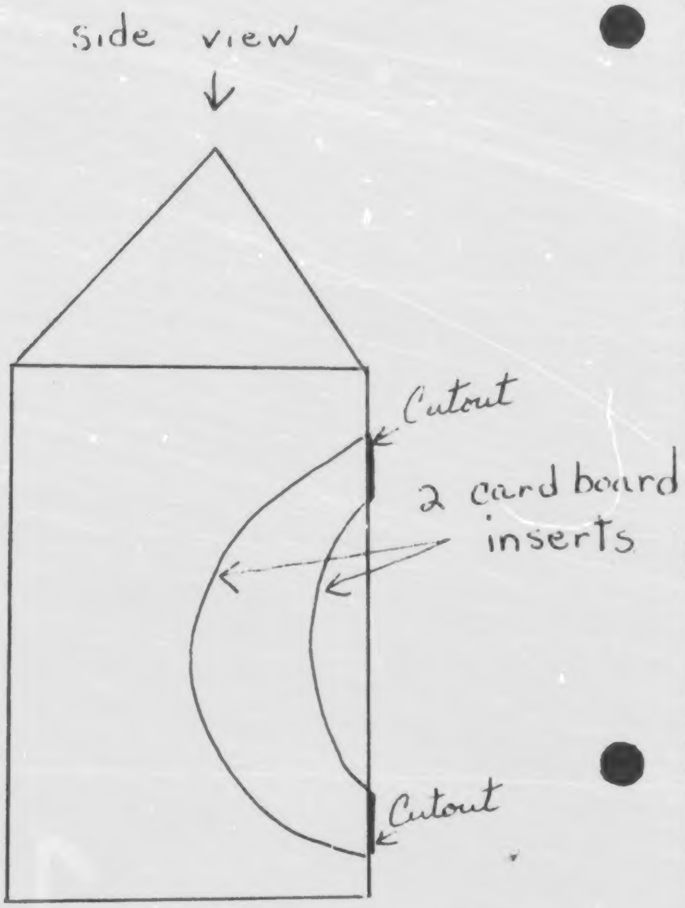
TITLE: Milk Carton Computer (Continued) **SPARC***

Put fact cards with problem side up and facing you into top slot. It will come out at the bottom with answer up.

Cardboard inserts look like this:


rectangular curved piece of cardboard


front view
cutout 3/8" x 2½"
cutout ¾" x 2½"


side view
Cutout
2 cardboard inserts
Cutout

TITLE: Math Go Round

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Primary
Intermediate

OBJECTIVE: Learning math facts

NUMBER OF PLAYERS: 1

MATERIALS:
1 - tongue depressor
1 - 8" circle - divide into 10 parts with numerals 0 through 9 on each part.
1 - brad
1 - spinner (see next page for directions on making)

PLAYING DIRECTIONS:

1. Spin the spinner two times.
2. Add the numbers together.
3. Subtract the small number from the large.

*4. Multiply the two numbers.

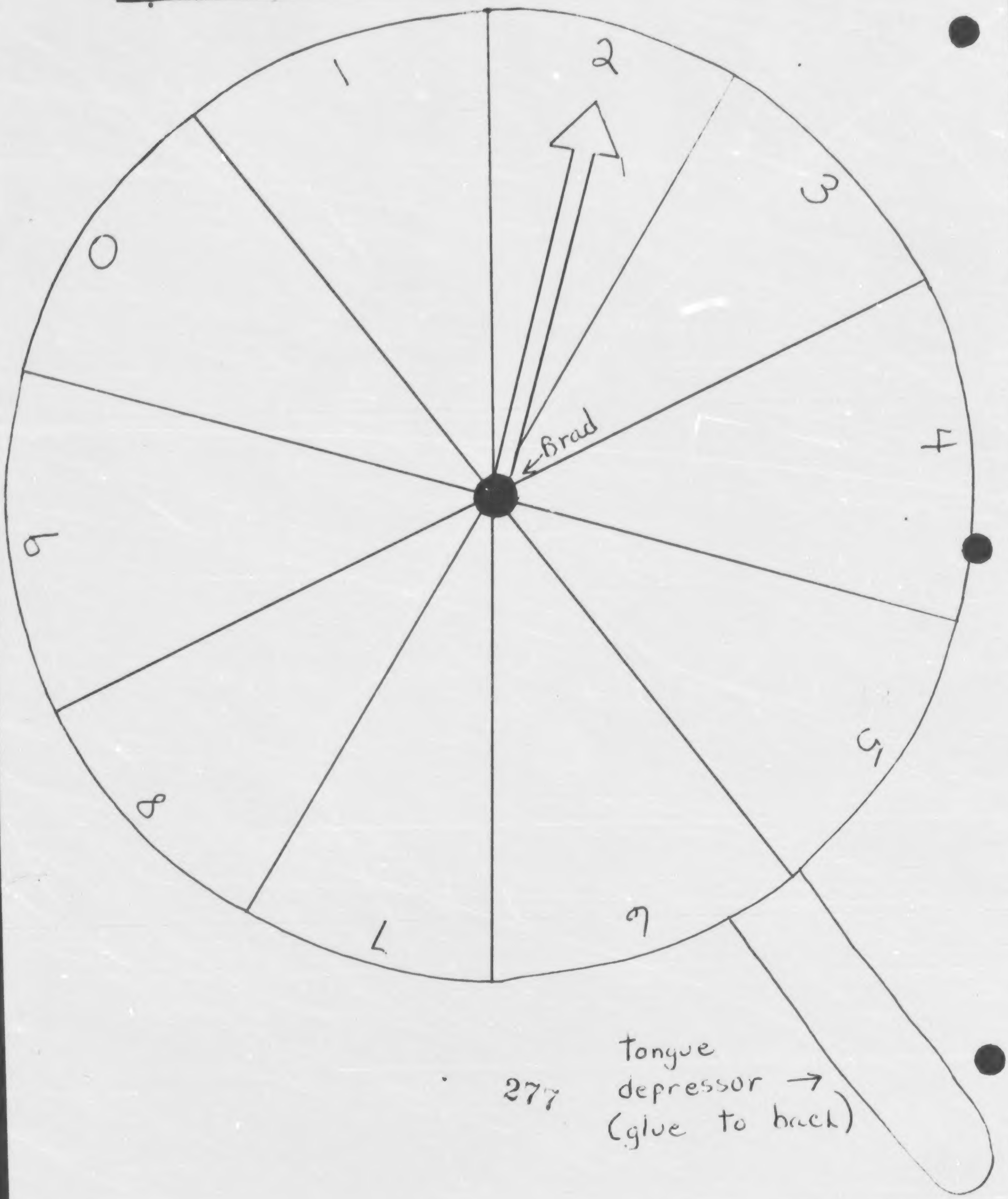
*(Not for first or second grade.)

SUGGESTIONS:

Provide answer keys.

TITLE: Math Go Round (Continued)

SPARC*


1
2
3
4
5
6
7
8
9
0
Brad
Tongue depressor →
(glue to back)

TITLE: Last Straw

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Learn addition, multiplication, subtraction, division

NUMBER OF PLAYERS: 2-4

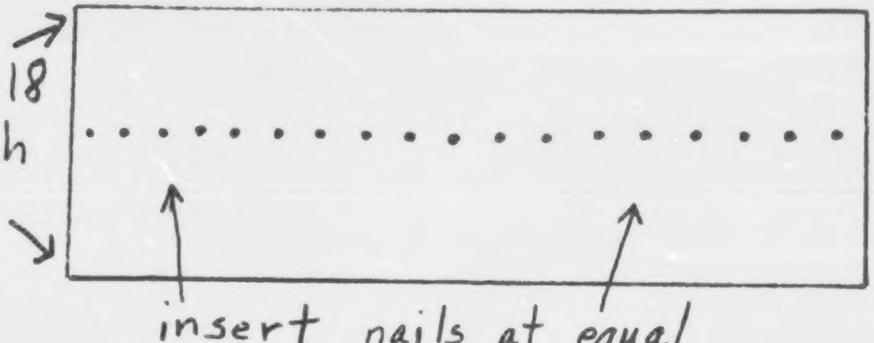
MATERIALS:
2 - dice marked 1 through 5
2½"x 22" long piece of tri-wall
18 - small 1½" nails
18 - 1" pieces of drinking straws

PLAYING DIRECTIONS:

1. Choose a math skill. Take turns rolling the dice. Player that rolls the highest goes first. Use the numbers you roll to make a number combination.
   Example: If you roll a 2 and a 6 you could have 6 + 2, 6 ÷ 2, 6 x 2, 6 - 2, depending on which skill you have chosen.
2. Compute your answer and remove the straw from the nail by that number. If you cannot remove a straw you have lost your turn. Continue until no one can remove another straw. The player with the most straws wins.

SUGGESTIONS:

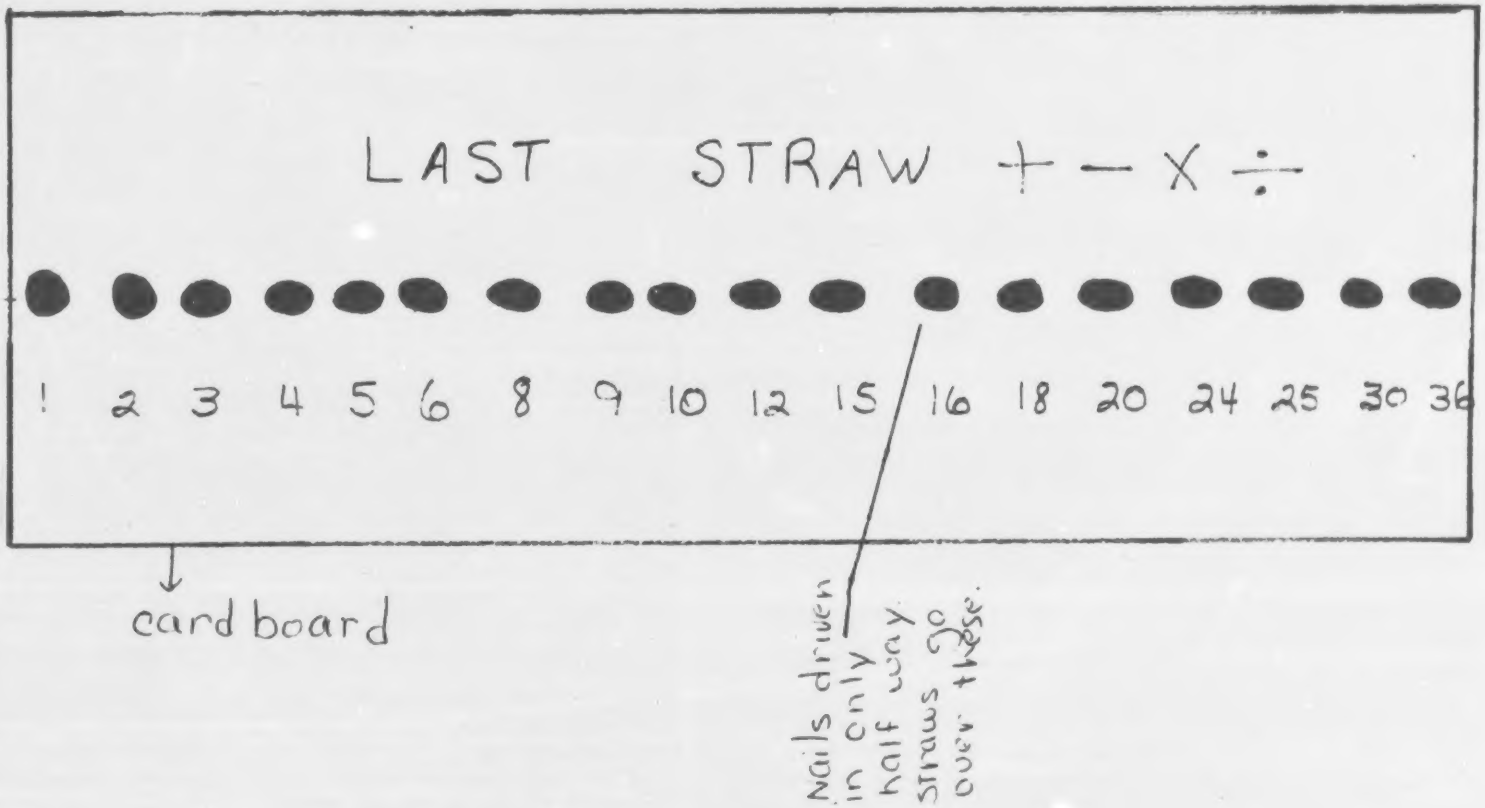
Include a math chart for each math function to use as answer sheet.



number 1-18
along both
edges

insert nails at equal
intervals along center
of tri-wall piece.
Place a straw over each nail.

Pattern on back


LAST STRAW + − X ÷
1 2 3 4 5 6 8 9 10 12 15 16 18 20 24 25 30 36
card board
Nails driven in only half way. Straws go over these.

TITLE: Beat the Clock (File Folder Center)

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Math skills using the 4 operations

NUMBER OF PLAYERS: 2 to 5

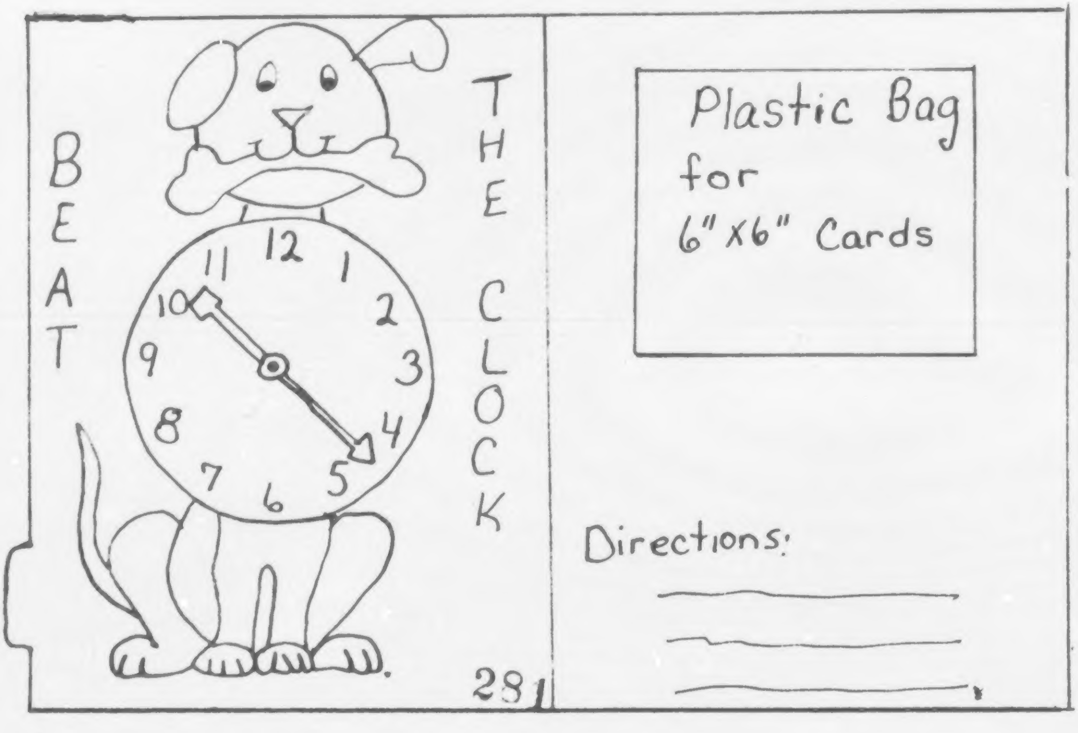
MATERIALS: 6- 6" x 6" pieces of posterboard
spinner
file folder
plastic bag
grease pencil

PLAYING DIRECTIONS:

1. Remove cards from bag and select a card.
2. Spin
3. Solve the problem which is beside the number you spin.
4. Check your answers on the key.

SUGGESTIONS:

5 of the 6" x 6" cards have 12 different math problems apiece, using multiplication, division, addition, subtraction.
After laminating, one of the 6" x 6" cards is used for the answer key.
Use picture on front pertaining to game.
Put title on front.


BEAT
THE CLOCK
12
1
2
3
4
5
6
7
8
9
10
11
Plastic Bag for 6"x6" Cards
Directions:
28

TITLE: Occupy the Octopus (File Folder Center)

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Reviewing the four math operations

NUMBER OF PLAYERS: 1 or 2

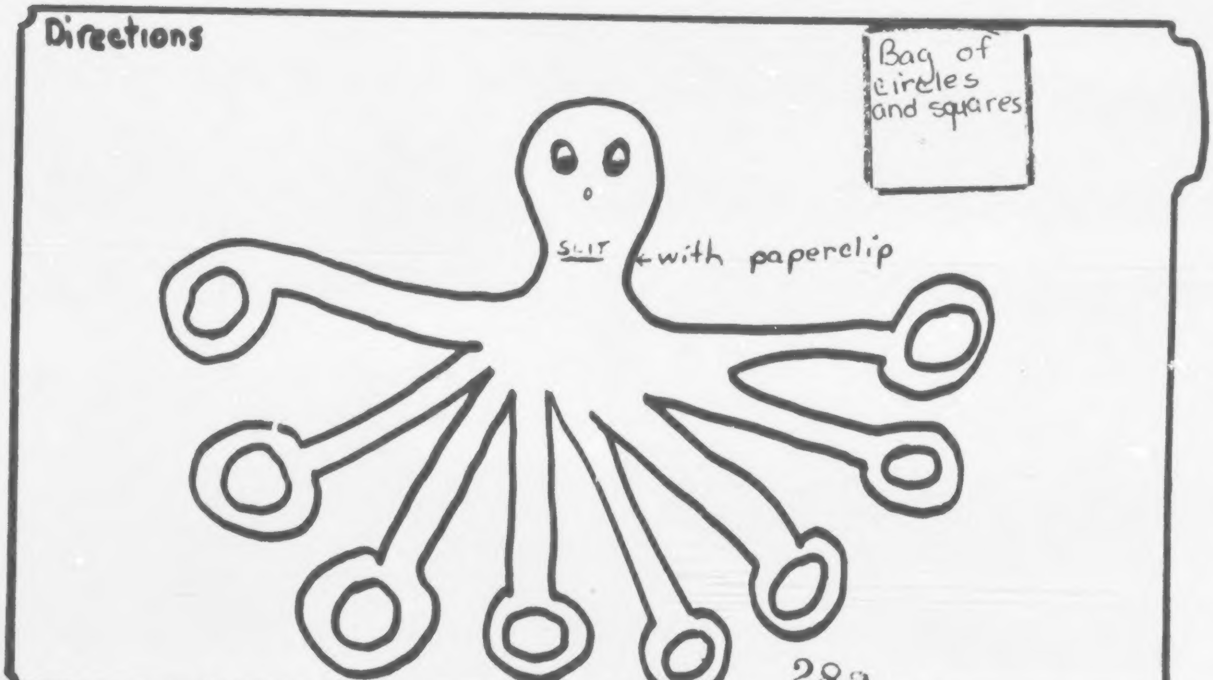
MATERIALS:
file folder
plastic bag
80 - 1½" circles of posterboard
10 - 2" x 2" squares of posterboard
paperclips

PLAYING DIRECTIONS:

1. Take the circles and squares from the plastic bag.
2. Slide a square under the paper clip.
3. Place only the circles that have answers matching the number on the octopus on each tentacle.

SUGGESTIONS:

Squares have the product or sum on them.
Multiplication, division, addition, and subtraction problems are on the circles.
Picture on front pertains to folder contents.
Title on front of folder.
Answer key on back.



TITLE: Jigsaw Math Puzzle	**SPARC***
SUBJECT AREA: Math	**GRADE LEVEL:** Intermediate
OBJECTIVE: Using the four math operations	**NUMBER OF PLAYERS;** 1 or 2

MATERIALS: 1- 14" x 22" piece of posterboard- cut in half and hinged with plastic tape
1-14" x 11" felt-glue on one piece of posterboard
1 - picture

PLAYING DIRECTIONS:

1. Fit the pieces together by matching each math problem with its answer. Place pieces on side opposite felt.
2. When the puzzle is complete, close the folder as follows:
   a. Fold the felt side onto your puzzle.
   b. Slide one hand under folder. Put your other hand on top of it.
   c. Carefully flip the folder over so that the back is up.
3. Open the back of the folder. If your answers are correct, you will see a picture.

SUGGESTIONS:

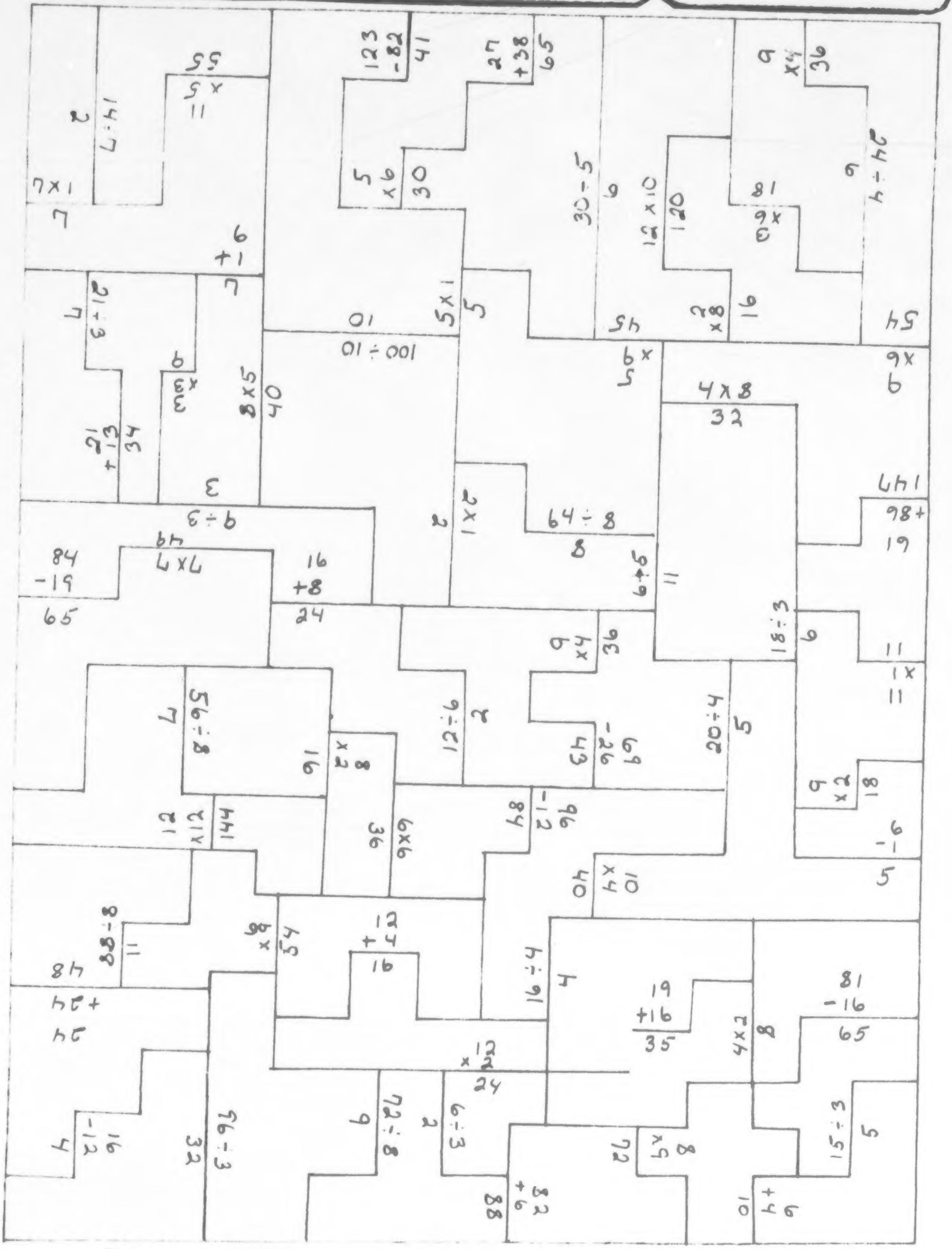
Can be made as a file folder center.

Note: Do not laminate side of folder that felt is on. Felt will be glued on.

pattern on back

TITLE: Jigsaw Math Puzzle (Continued)

SPARC*



14÷7
2
11 x5
55
7x1
7
7 +9
16
123 -82
41
27 +38
65
5 x6
30
30÷5
6
9 x4
36
12x10
120
81
8x2
16
45
54
21÷3
7
3 x3
9
21 +13
34
8x5
40
100÷10
10
5x1
5
9 x5
9 x6
4x8
32
147
98 +49
9÷3
3
7x7
49
84 -19
65
16 +8
24
2x1
2
64÷8
8
6÷6
11
18÷3
6
11 x1
11
9 x4
36
56÷8
7
8 x2
16
12÷6
2
69 -26
43
20÷4
5
12 x12
144
6x6
36
96 -12
84
9 x2
18
6 -1
5
10 x4
40
88÷8
11
48
x6
54
12 +4
16
16÷4
4
19 +16
35
4x2
8
81 -16
65
12 x2
24
24 +24
48
16 -12
4
96÷3
32
72÷8
9
6÷3
2
9x8
72
15÷3
5
32 +56
88
6 +4
10

Pattern and key for puzzle.
Paste picture on back.

TITLE: Spinning Wheel Game (File Folder Center)

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Learning fractions

NUMBER OF PLAYERS: 2 or 3

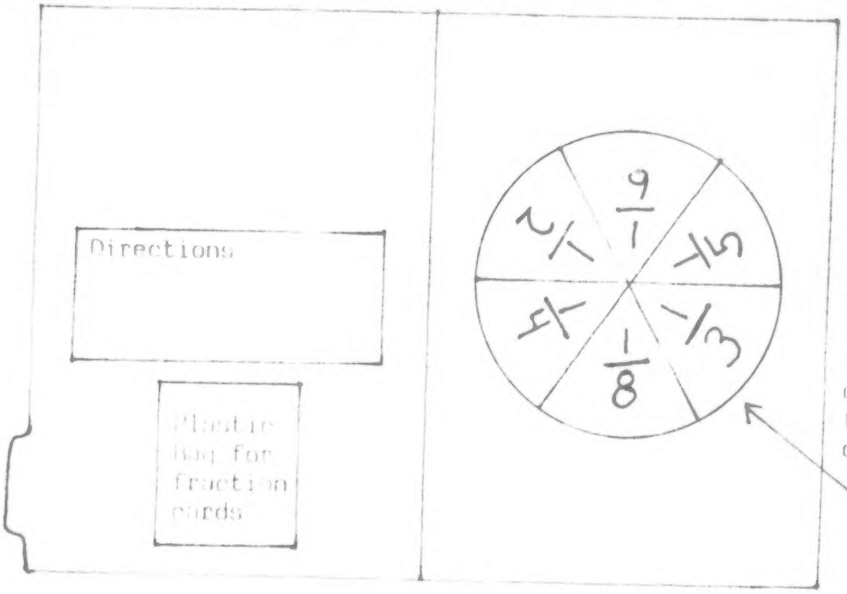
MATERIALS:
file folder
plastic bag
spinner
24 - 3" x 4" pieces of posterboard

PLAYING DIRECTIONS:

1. Deal the cards one at a time so that each player has the same number of cards.
2. The first player turns the spinner and looks at his cards to see if he holds one that matches the fraction on the spinner. If he can make a match, he may discard that card.
3. The first student out of cards is the winner of the game.

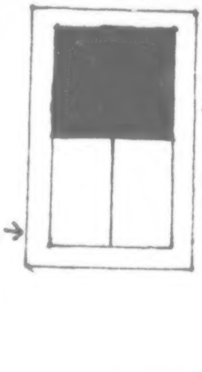
SUGGESTIONS:

3" x 4" cards are made into the different fractions as shown in the example on the lower part of the page.
Picture on front of folder should pertain to folder contents.
Title on front.



Put spinner on fraction circle.

(example)
3" x 4" cards



symbol of 1/2

Put fractions on back for self-checking

TITLE: Which is Which?

SPARC*

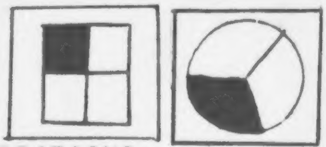
SUBJECT AREA: Math

GRADE LEVEL: Primary

OBJECTIVE: Fraction skills

NUMBER OF PLAYERS: 1

MATERIALS: 1 piece of 18" x 22" posterboard
6 library book pockets
24 fraction cards 3" x 5" - Illustrate similarly to the example shown.

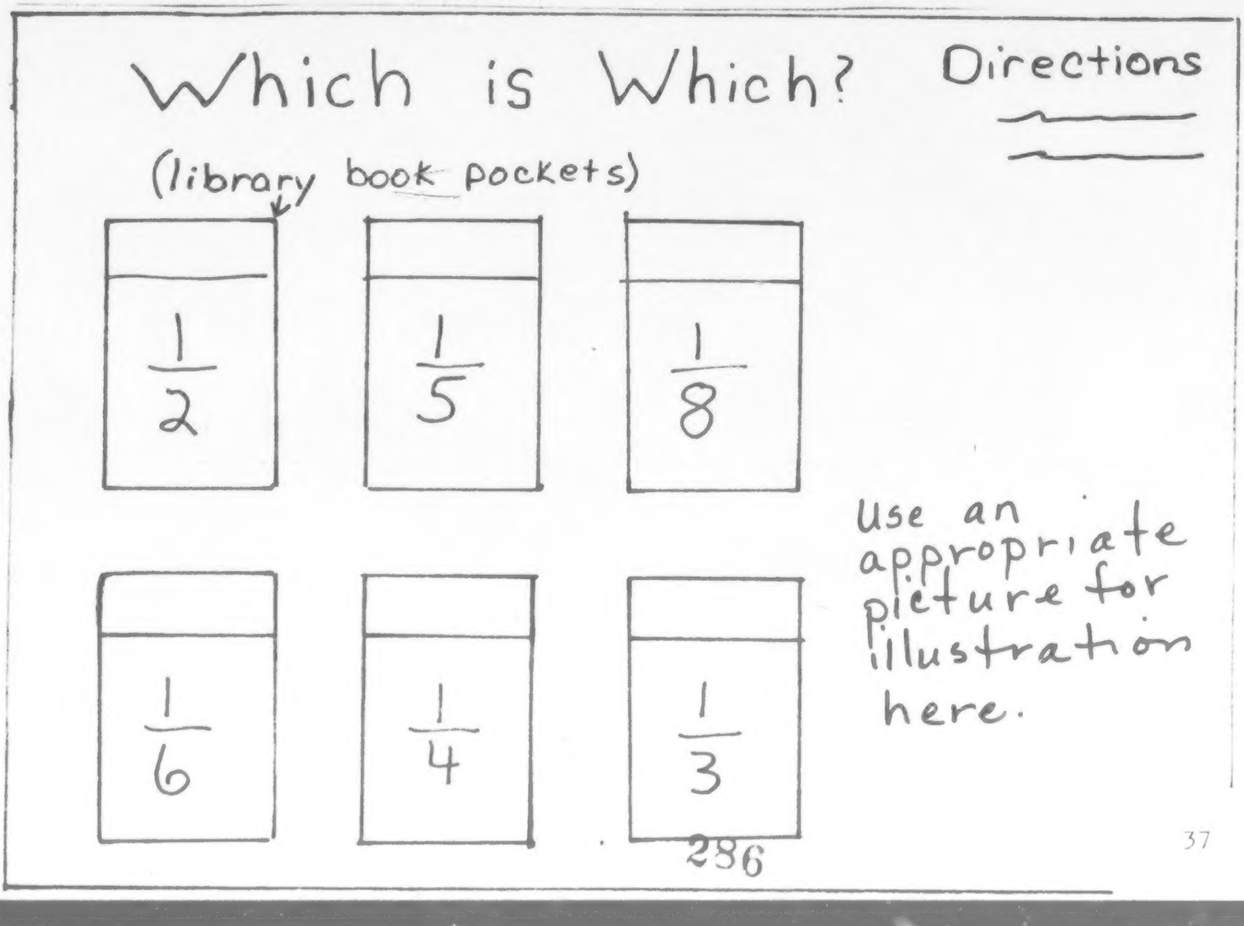


PLAYING DIRECTIONS:

1. Take a card.
2. Decide what fraction it represents.
3. Place the card in the correct pocket.

SUGGESTIONS:

To make game self-checking, write the correct answer on the back of each card.


Which is Which?
Directions
(library book pockets)
1/2
1/5
1/8
1/6
1/4
1/3
Use an appropriate picture for illustration here.

TITLE: Fractured Words (File Folder Center)

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Understanding Fractions

NUMBER OF PLAYERS: 1

MATERIALS: file folder

PLAYING DIRECTIONS:

How many of these fraction riddles can you work? Note: Always start at the beginning of the word when you take the fractional part. Example: Take 1/2 of CHAT, 2/3 of ART, and 1/4 of TRIP. The answer is CHART. Create some original fraction riddles for your classmates to solve.

1. Take 2/3 of SPY, 1/3 of RAN, 1/2 of INTO and 1/4 of GOES. What season do you have?
2. Take 1/5 of AFTER, 1/3 of PEN, 1/4 of READ, 1/2 of IN and 1/6 of LEADER. What spring month do you have?
3. Take 2/4 of EACH, 2/6 of STREET, 1/3 of EAT, and 1/6 of RABBIT. What holiday is this?
4. Take 1/3 of SET, 1/5 of UNCLE, 1/4 of MILK, 1/6 of MITTEN, 1/3 of EAT, and 1/6 of REALLY. Is this your favorite season?
5. Take 2/5 of CLEAN, 1/3 of OUT, 1/2 of WE, and 1/5 of NICKEL. Who helps provide the fun at the circus?
6. Take 1/4 of GATE, 1/2 of ON, 1/2 of OF, and 1/5 of DANCE. What kind of work are you doing?

ANSWER KEY:

1. spring
2. April
3. Easter
4. summer
5. clown
6. good

TITLE: Fraction Wheels	SPARC*
SUBJECT AREA: Math	**GRADE LEVEL:** Intermediate
OBJECTIVE: Equivalent fractions	**NUMBER OF PLAYERS:** 1

MATERIALS:
1 piece of 6½" posterboard circle
1 piece of 4" x 2" posterboard
1 piece of 4" posterboard circle
1 brad

PLAYING DIRECTIONS:

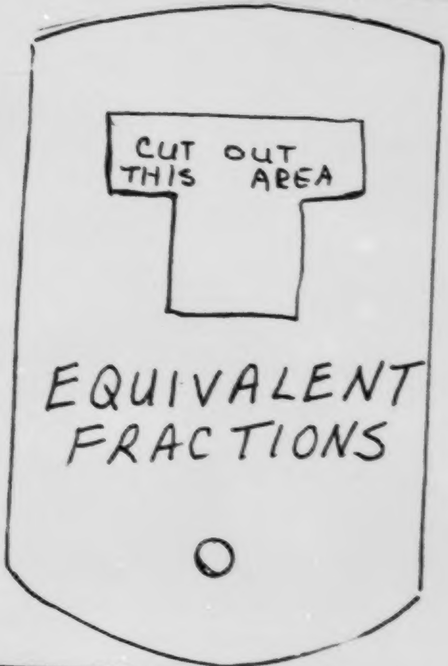
1. Place the indicator on a problem on the outer wheel.
2. Holding the outer wheel and indicator with one hand, turn the inner wheel until you find the correct matching answer.
3. Check your answer with those on the back of the outer wheel.

SUGGESTIONS:

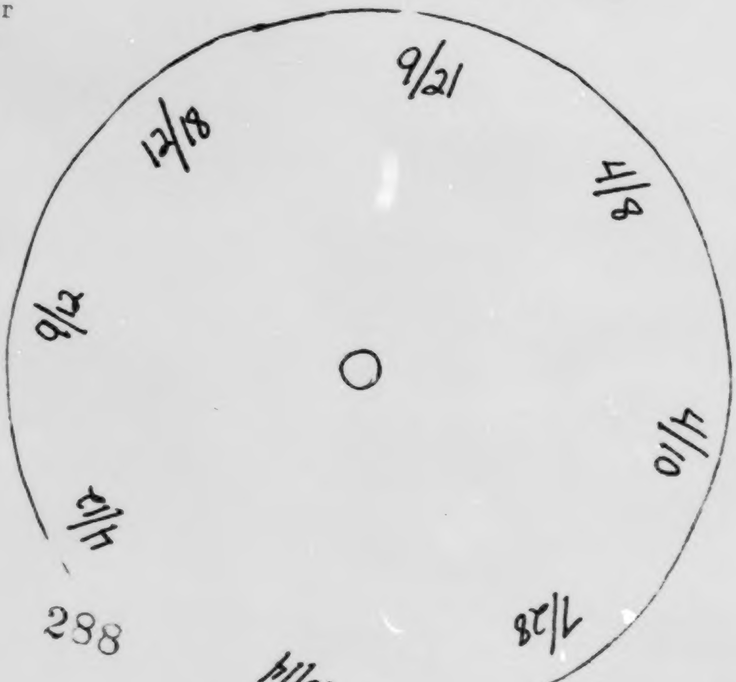
Randomly place the answers and problems on the 2 wheels. Put the answers on the back of the outer wheel to make it self-checking. Pieces should be laminated for longer wearing.

VARIATIONS:

Greatest common factor
least common multiple



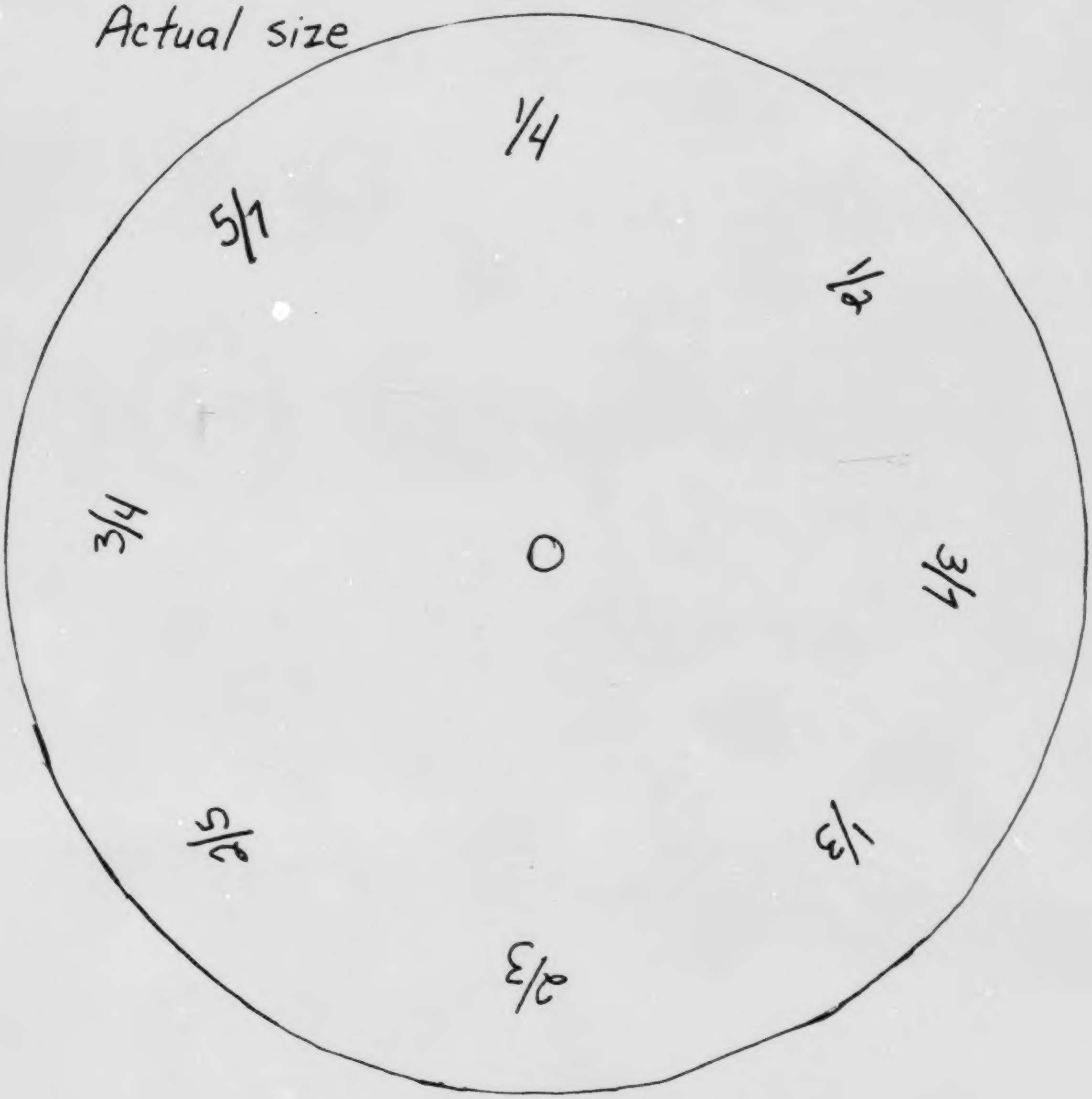
pattern on back



TITLE: Fraction Wheels (Continued)

SPARC*

Actual size


1/4
1/2
3/7
1/3
2/3
2/5
3/4
5/7

TITLE: Ice Cream Cone Fractions

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Fractions

NUMBER OF PLAYERS: 2

MATERIALS: 3 different colors of posterboard (see pattern)

PLAYING DIRECTIONS:

1. Match the name of the fraction on the cone part to the written fraction on the first dip and the decimal fraction on the second dip.
2. See who can make the most cones.
3. Check your answers with the answer key.

SUGGESTIONS:

Make a large cone all in one piece and put the directions on one side and the answer key on the other. Might make it double, connected at top with key inside.

EXAMPLES AND ANSWER KEY:

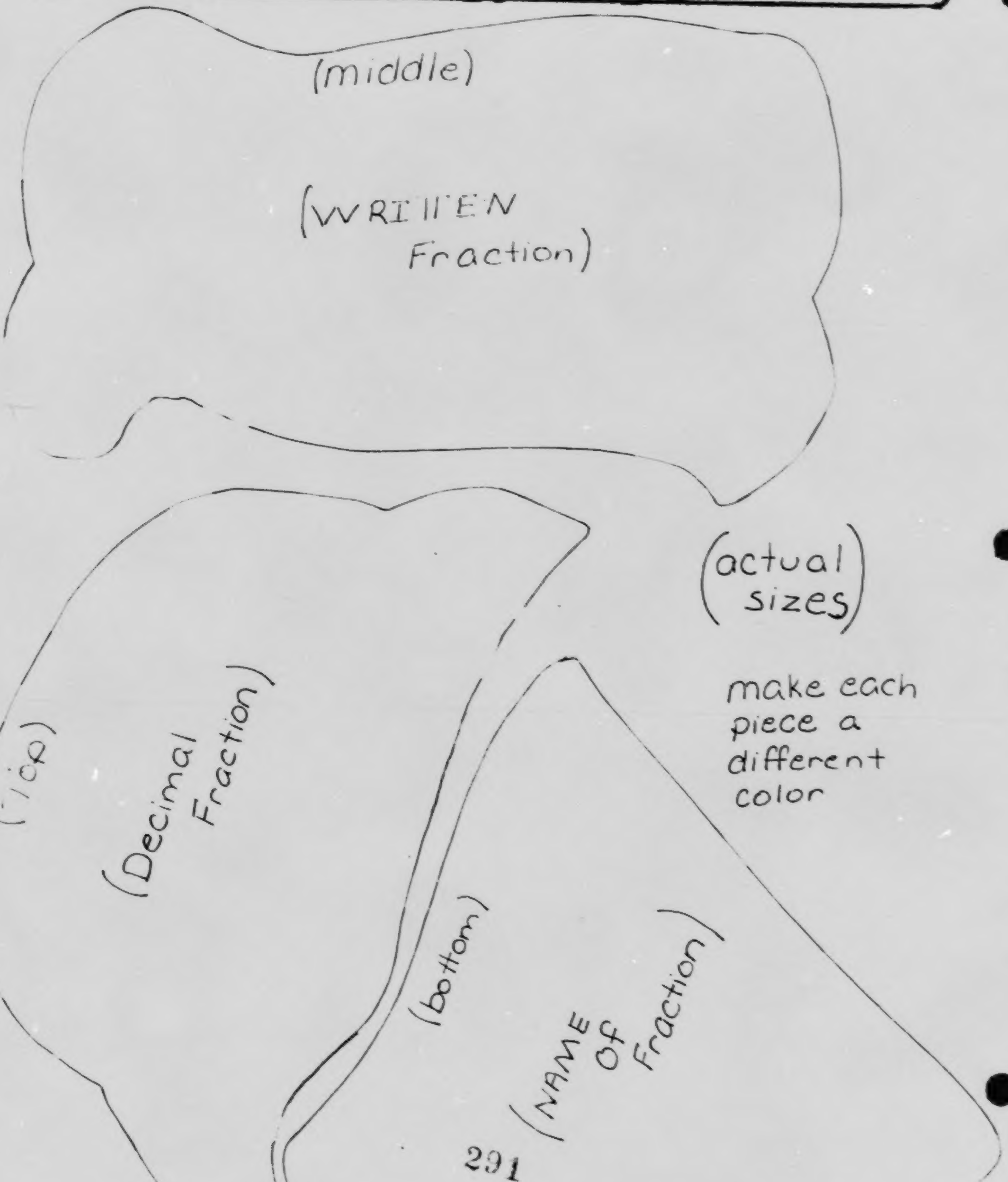
two-fourths	2/4	.50
five-tenths	5/10*	.50
two-eights	2/8**	.25
three-sixths	3/6*	.50
four-eights	4/88	.50
one-fifth	1/5	.20
one-tenth	1/10	.10
three-fourths	3/4	.75
one-fourth	1/4	.25
one-third	1/3	.33 1/3
three-fifths	3/5	.60
two-fifths	2/5	.40
two-thirds	2/3	.66 2/3
four-fifths	4/5	.80
one-half	1/2	.50

*An extra first dip of 1/2 might be made for these.
**An extra 1/4.

pattern on back

TITLE: Ice Cream Cone Fractions (Continued)

SPARC*


(middle)
(WRITTEN Fraction)
(Top)
(Decimal Fraction)
(bottom)
(NAME Of Fraction)

(actual sizes)

make each piece a different color

TITLE: Square-Off

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Practice converting common fractions into decimal fractions and abstract reasoning ability

NUMBER OF PLAYERS: 2 plus a leader

MATERIALS: 1 - 13" x 13" piece of posterboard
1 - grease pencil
posterboard for gameboard key

PLAYING DIRECTIONS:

1. Players A and B use the gameboard, and the leader uses the gameboard key.
2. Starting at any dot on the gameboard, Player A connects two neighboring dots with either a horizontal or vertical line. Player B then connects any two neighboring dots. Diagonal lines are not allowed.
3. Players continue to connect dots until one player completes a square. The player completing the square receives one point if he is able to give the correct equivalent decimal fraction for the common fraction inside the newly completed square.
4. If a player does not give the correct decimal fraction, the leader tells him the answer from the gameboard key. Neither player can receive a point for that square.
5. The game ends when all twenty-five squares are completed.
6. The player who has scored the most points wins the game.

pattern on back

TITLE: Square-Off (Continued)

SPARC*

$\frac{2}{10}$	$\frac{2}{3}$	$\frac{2}{6}$	$\frac{1}{2}$	$\frac{2}{5}$
$\frac{3}{12}$	$\frac{3}{9}$	$\frac{1}{4}$	$\frac{2}{8}$	$\frac{6}{12}$
$\frac{8}{10}$	$\frac{4}{6}$	$\frac{4}{8}$	$\frac{1}{3}$	$\frac{3}{4}$
$\frac{2}{4}$	$\frac{7}{10}$	$\frac{3}{5}$	$\frac{4}{10}$	$\frac{6}{9}$
$\frac{1}{5}$	$\frac{3}{6}$	$\frac{4}{12}$	$\frac{6}{8}$	$\frac{6}{10}$

Gameboard

$\frac{2}{10} = .2$	$\frac{2}{3} = .66\frac{2}{3}$	$\frac{2}{6} = .33\frac{1}{3}$	$1/2 = .5$	$\frac{2}{5} = .4$
$\frac{3}{12} = .25$	$\frac{3}{9} = .33\frac{1}{3}$	$1/4 = .25$	$2/8 - .25$	$\frac{6}{12} = .5$
$\frac{8}{10} = .8$	$\frac{4}{6} = .66\frac{2}{3}$	$\frac{4}{8} = .5$	$\frac{1}{3} = .33\frac{1}{3}$	$\frac{3}{4} = .75$
$\frac{2}{4} = .5$	$\frac{7}{10} = .7$	$\frac{3}{5} = .6$	$\frac{4}{10} = .4$	$\frac{6}{9} = .66\frac{2}{3}$
$\frac{1}{5} = .2$	$\frac{3}{6} = .5$	$\frac{4}{12} = .33\frac{1}{3}$	$\frac{6}{8} = .75$	$\frac{6}{10} = .6$

Gameboard key

TITLE: Low Down Fractions

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Learning to identify fractions

NUMBER OF PLAYERS: 2

MATERIALS: file folder - make universal gameboard (see back of book)
die 2 markers
22 - 3" x 2" skill cards
10 - 3" x 2" chance cards
answer key

PLAYING DIRECTIONS:

1. Roll the cube.
2. Choose a skill card and answer the question.
3. Check key. If answer is correct, move the number of spaces you rolled. If not correct, do not move.
4. If you land on a chance space, draw a chance card and do what it says to do. If you cannot do what it says to do, do not move.

SUGGESTIONS:

Could be adapted to other math areas.

SKILL CARDS:

	KEY
1. Minute is what part of an hour?	1/60
2. Dime is what part of a dollar?	1/10
3. Month is what part of a year?	1/12
4. Three months is what part of a year?	3/12
5. Two feet is what part of a yard?	2/3
6. A millimeter is what part of a centimeter?	1/10
7. A centimeter is what part of a meter?	1/100
8. Two days is what part of a week?	2/7
9. An hour is what part of a day?	1/24
10. A quarter is what part of a dollar?	1/4
11. An inch is what part of a foot?	1/12
12. One week is what part of a year?	1/52
13. Twelve inches is what part of a yard?	1/3
14. A nickel is what part of a dime?	1/2
15. Three eggs is what part of a dozen?	3/12
16. Eight ounces is what part of a pound?	1/2
17. A school week is what part of a week?	5/7
18. Fifty cents is what part of a dollar?	1/2
19. One cent is what part of a dollar?	1/100
20. Nine months is what part of a year?	3/4
21. Fifteen minutes is what part of an hour?	1/4
22. Forty-five minutes is what part of an hour?	3/4

CHANCE CARDS: Examples

1. Take an extra turn.
2. Lose a turn.
3. Go back to the chance space you have passed.
4. Take two extra skill cards and go ahead two spaces if your answers are correct.
5. Spell the state you live in.
6. Spell your teacher's name.
7. Spell the day of the week today is.
8. Spell the name of this month.
9. Trade places with the other player.
10. Spell the name of your school.
11. Go ahead to the next chance space.

TITLE: Shape Concentration

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Primary and Intermediate

OBJECTIVE: Identification of shapes

NUMBER OF PLAYERS: 2 or more

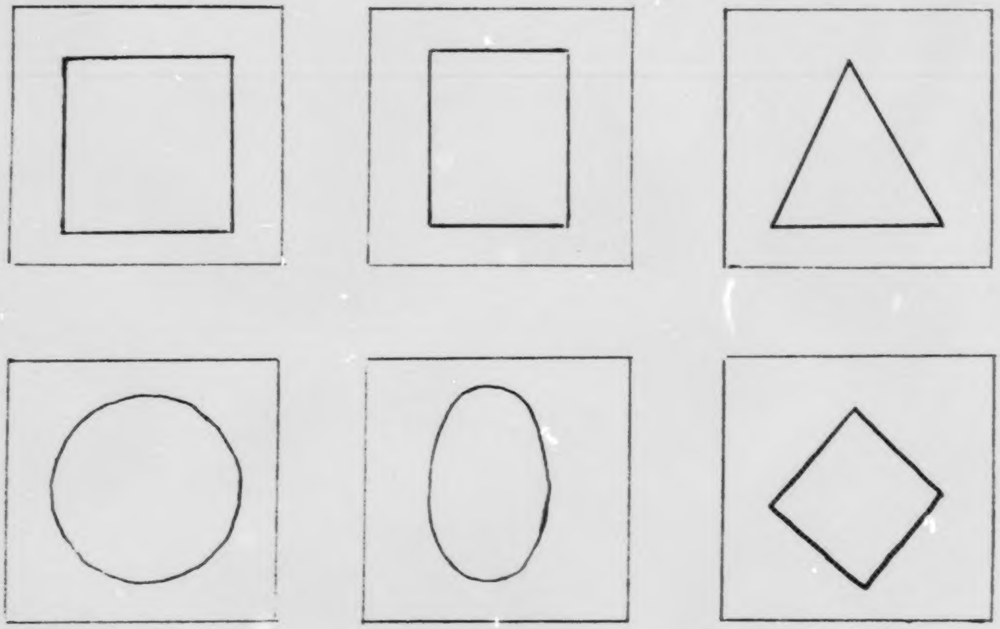
MATERIALS:
plastic bag
36 pieces of 3" x 4" posterboard
construction paper for shapes-3 different colors

PLAYING DIRECTIONS:

1. Take the cards out of the bag.
2. Place the cards in 6 rows with the colored side down.
3. Each player turns up two cards. If they match, he keeps the cards. If not, turn the cards over again.
4. Student having most matched pairs wins.

SUGGESTIONS:

Direction card should be included.



make three of each card, each shape in a different color.

TITLE: Number Scramble (File Folder Center)

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Geometric shapes and concept of "inside" and "outside"

NUMBER OF PLAYERS: 1

MATERIALS: file folder

DIRECTIONS:

Draw a diagram like or similar to the one on the next page on one side of the inside of a manila folder. Make it colorful. On the opposite side write instructions such as the following:

PLAYING DIRECTIONS:

Write all the numerals that are:

1. Inside the square
2. Inside the rectangle
3. Inside the circle
4. Inside the circle and the rectangle
5. Inside the rectangle and the square
6. Inside the circle and the square
7. Outside the shapes
8. Inside the circle, but outside the square and rectangle
9. Outside the circle and the rectangle but inside the square
10. Inside the rectangle, but outside the circle and the square

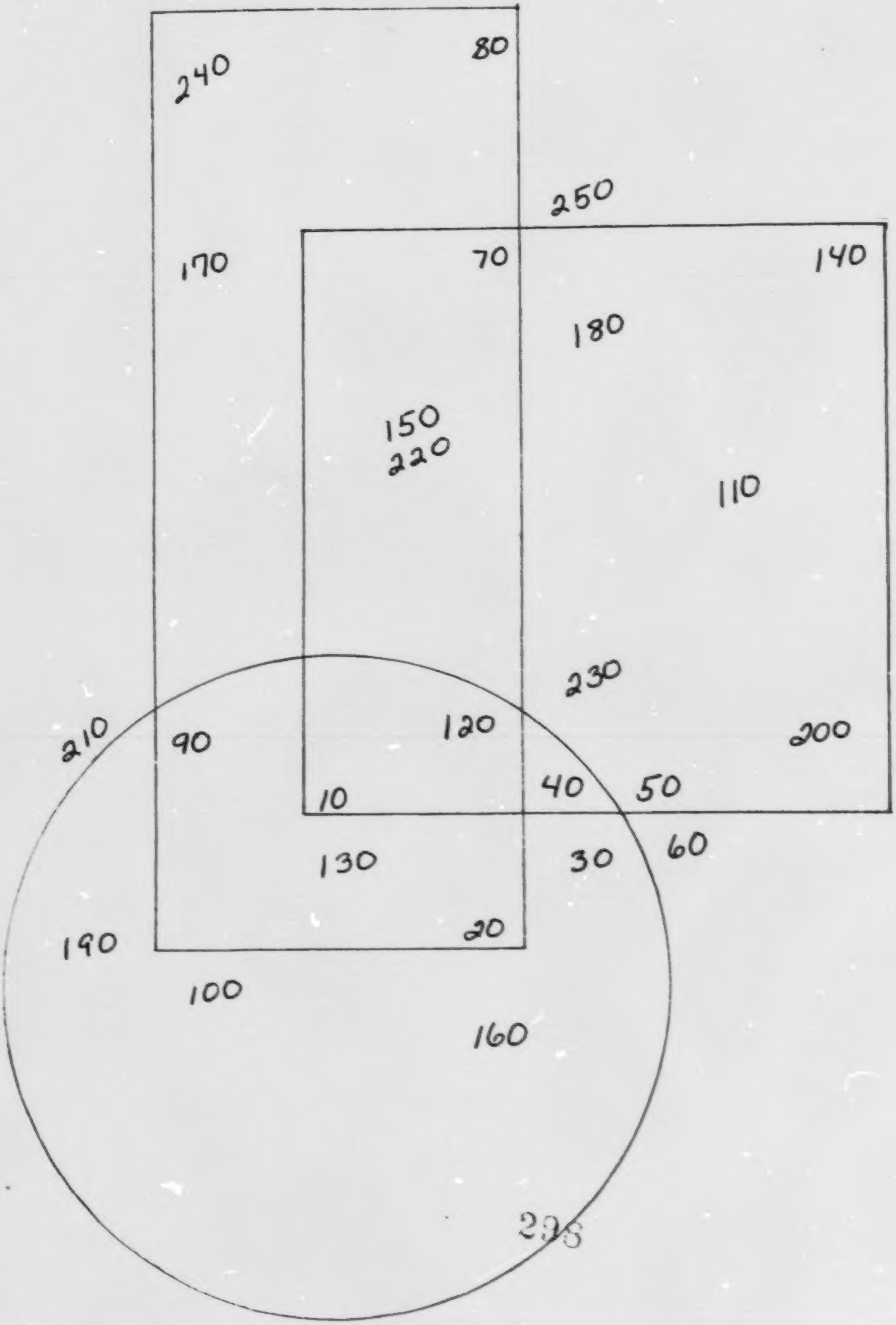
INCLUDE AN ANSWER KEY:

1. 150, 220, 120, 10, 200, 230, 110, 180, 40, 50, 140, 70
2. 240, 80, 170, 70, 150, 220, 120, 90, 10, 130, 20
3. 90, 120, 10, 40, 30, 130, 190, 20, 100,
4. 120, 90, 10, 130, 20
5. 70, 150, 220, 120, 10
6. 10, 120, 40
7. 210, 250
8. 30,100,160,190
9. 180,140,110,230,200,50
10. 240,80,170

pattern on back

TITLE: Number Scramble (File Folder Center) Cont.

SPARC*


80
240
250
170
70
140
180
150
220
110
230
210
90
120
200
40
50
10
60
130
30
190
20
100
160

TITLE: Nifty

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Geometry

NUMBER OF PLAYERS: 2 plus a leader

MATERIALS: 2 pieces of 14"x14" posterboard
1 for gameboard, 1 for key
plastic bag
18 - 2" circles of blue posterboard
18 - 2" circles of red posterboard

PLAYING DIRECTIONS:

1. Take the pieces out of the bag.
2. Each player uses one set of eighteen colored discs, the leader uses the gameboard key.
3. One player chooses a coordinate and calls out the two numbers that describe the coordinate. Using an over - and - up pattern he calls the blocked number first (over) and the other number second (up). He then places one of his colored discs in that coordinate circle on the gameboard.
4. Leader checks the gameboard key to see if the disc is placed on the correct coordinate. If the disc is incorrectly placed, player loses his turn. The leader gives him the correct coordinate and returns his disc to him.
5. The next player takes his turn.
6. If a player chooses a coordinate that is already taken, he loses his turn.
7. First player to put four of his discs in a row diagonally, vertically, or horizontally wins the game.

VARIATIONS:

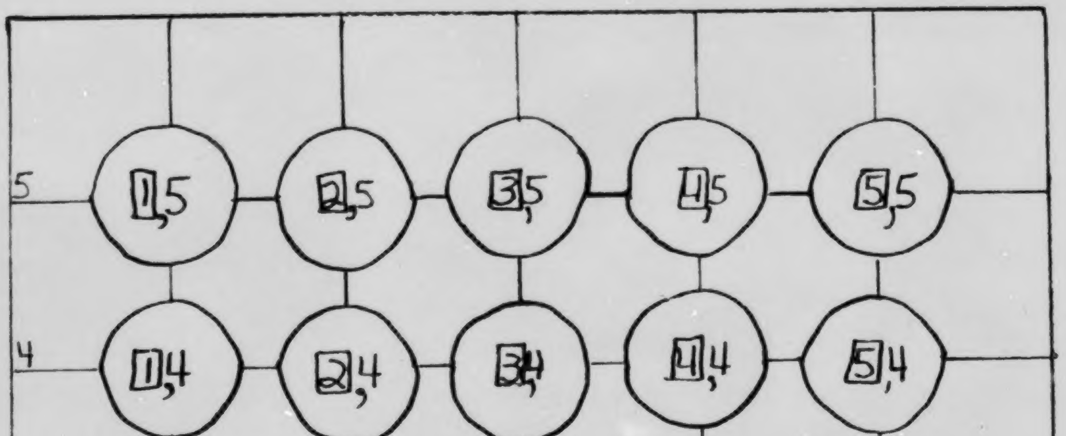
Make squares and rectangles to win.

Pattern on back

TITLE: Nifty (Continued)

SPARC*

Gameboard key

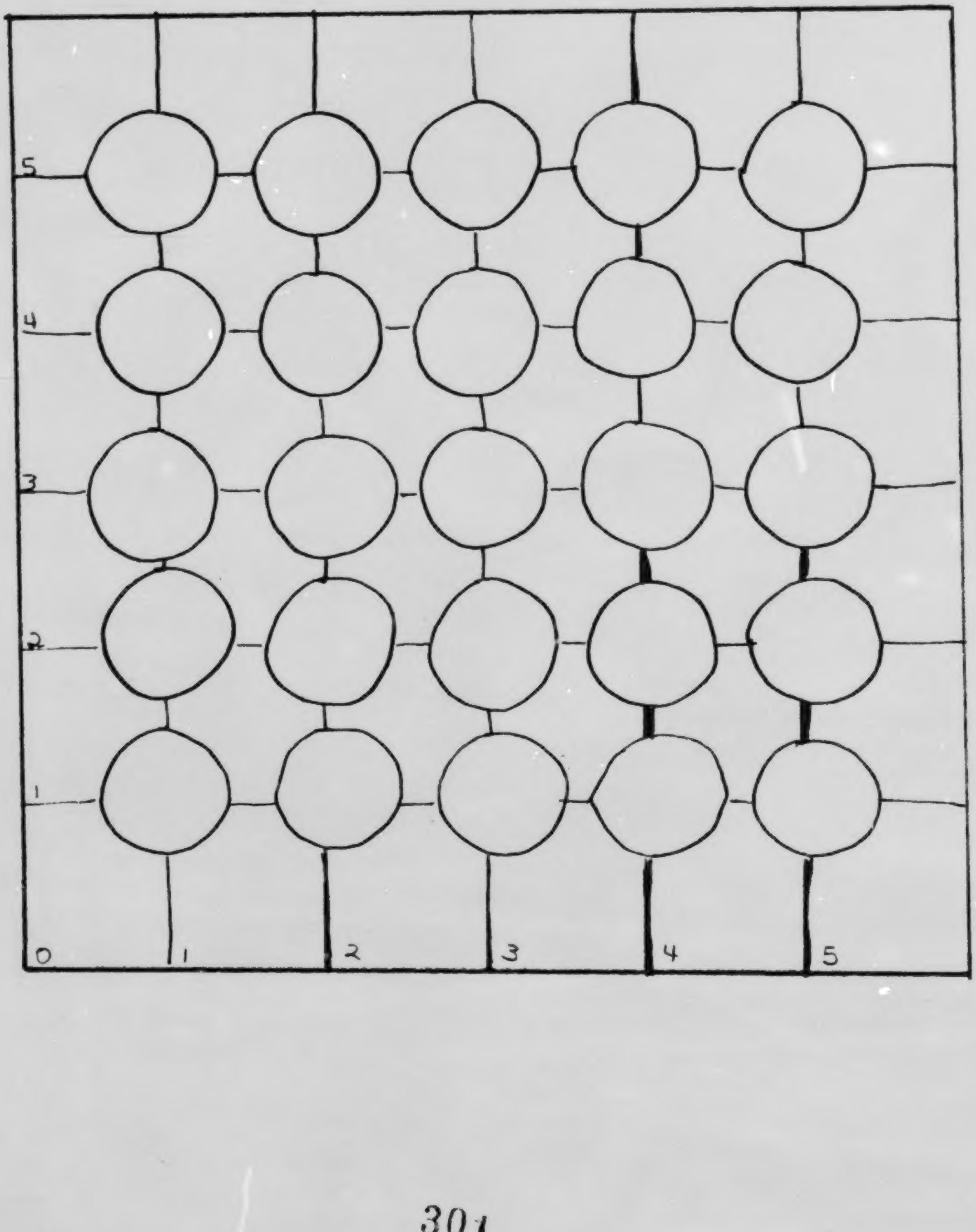


5
1,5
2,5
3,5
4,5
5,5
4
1,4
2,4
3,4
4,4
5,4
3
1,3
2,3
3,3
4,3
5,3
2
1,2
2,2
3,2
4,2
5,2
1
1,1
2,1
3,1
4,1
5,1
0
1
2
3
4
5

TITLE: Nifty (Continued)

SPARC*

Gameboard


5
4
3
2
1
0
1
2
3
4
5

TITLE: Metric (File Folder Center)

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Primary

OBJECTIVE: Metric terms

NUMBER OF PLAYERS: 1

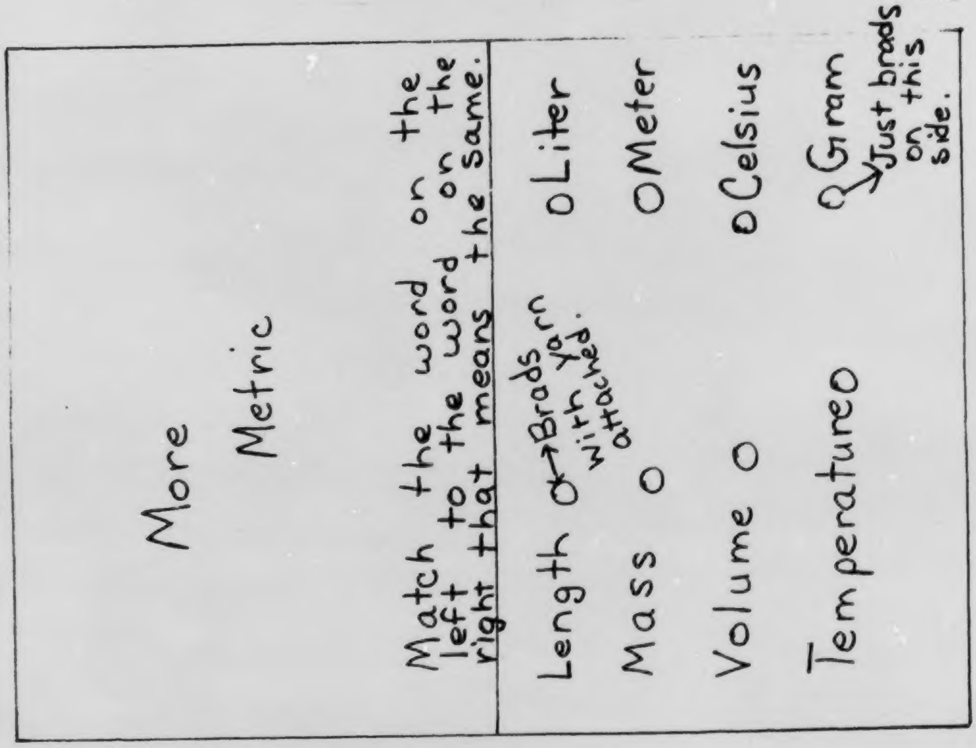
MATERIALS:
file folder
brads
yarn

PLAYING DIRECTIONS:

1. Match the word on the left to the word on the right that means the same.

SUGGESTIONS:

Draw lines on reverse side to correct answers.


More
Metric
Match the word on the left to the word on the right that means the same.
Length
Brads with yarn attached.
Mass
Volume
Temperature
Liter
Meter
Celsius
Gram
Just brads on this side.

TITLE: More Metric (File Folder Center)

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Metric measurement

NUMBER OF PLAYERS: 1

MATERIALS: file folder
metric ruler

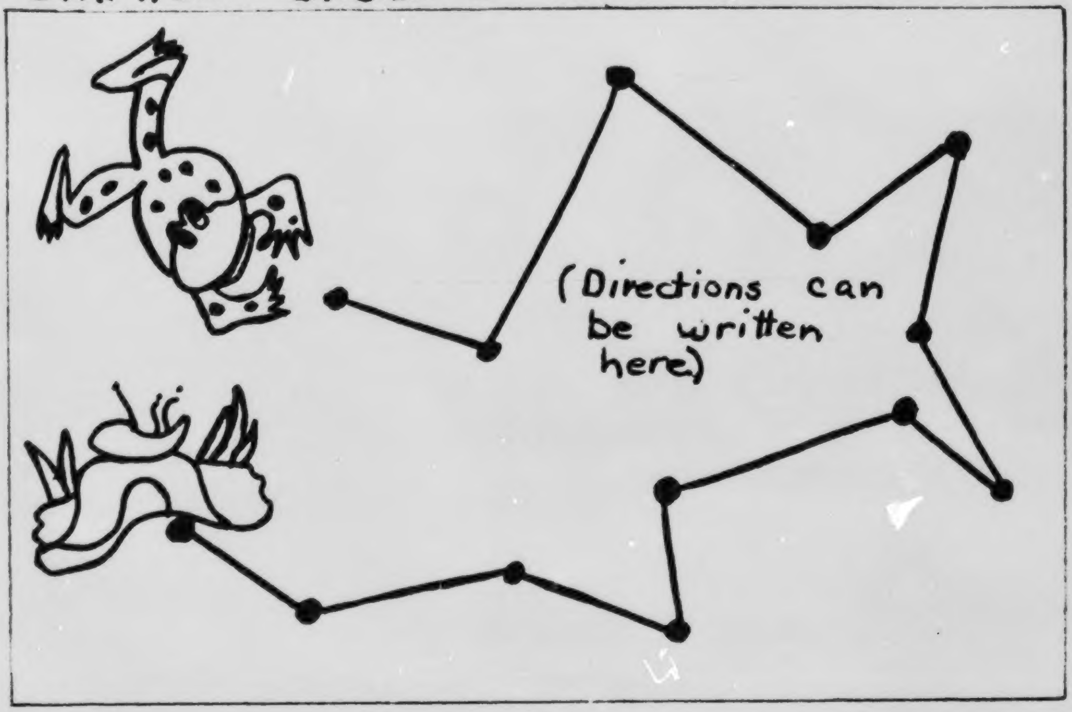
PLAYING DIRECTIONS:

1. Measure how far Freddie must leap to reach the lily pad.
2. Measure each line segment with your metric ruler.
3. How far must Freddie leap to reach the lily pad?

SUGGESTIONS:

Include answer key.

EXAMPLE: INSIDE OF MORE METRIC FILE FOLDER



(Directions can be written here)

TITLE: How Far Is It? (File folder center)

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Measuring distance

NUMBER OF PLAYERS: 1

MATERIALS: file folder
ruler

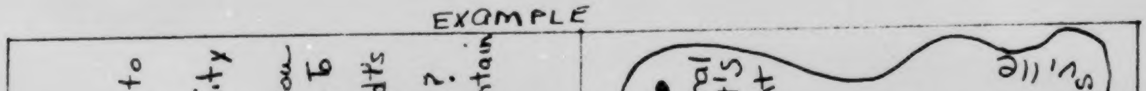
PLAYING DIRECTIONS:

1. Five questions are given asking the distance from one point to another. Use the map on the inside of the folder.
2. Use the ruler to measure and write your answers. Always take the shortest route.
3. Check your answers with those on the back of the folder.

SUGGESTIONS:

Front picture should pertain to folder content.
Title on front.
Answer key on back.

EXAMPLE


HOW FAR IS IT...?

1. How far is it from Blue Lake to General Schmidt's monument?
2. How far is it from Junction City to Brownsville?
3. How far would you travel if you went from Smithton to Junction City to Blue Lake?
4. Is it farther from General Schmidt's monument to Smithton or from Smithton to Blue Lake? How much?
5. How far is it from Millers mountain to Brownsville?

1" = 1 mile

TITLE: Yes or No - Telling Time

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Primary

OBJECTIVE: Learning to tell time

NUMBER OF PLAYERS; 1

MATERIALS: 9" x 7" pieces of posterboard (see next page for directions on making)

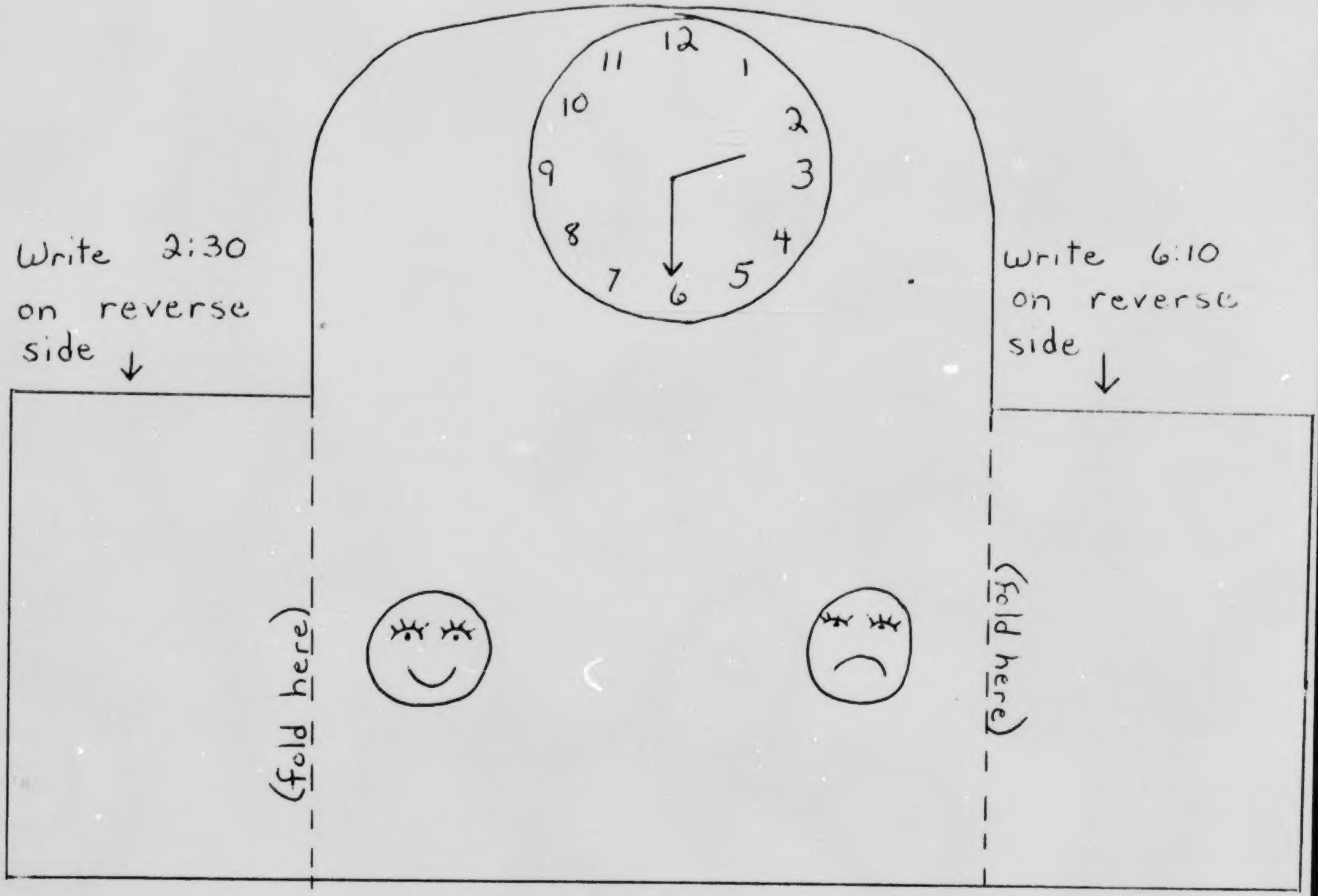
PLAYING DIRECTIONS:

1. With flaps closed, look at clock face at top of card.
2. Choose correct time on flaps below.
3. Open flap with answer you choose.
4. If your answer is correct, you will see a ☺
   if incorrect, you will see a ☹

SUGGESTIONS:

Laminate cards.
Can be adapted to other areas.

Pattern on back


12
1
2
3
4
5
6
7
8
9
10
11
(fold here)
(fold here)

Write 2:30 on reverse side ↓

Write 6:10 on reverse side ↓

TITLE: What Time Is It? (File Folder Center)

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Primary

OBJECTIVE: Telling time

NUMBER OF PLAYERS: 1

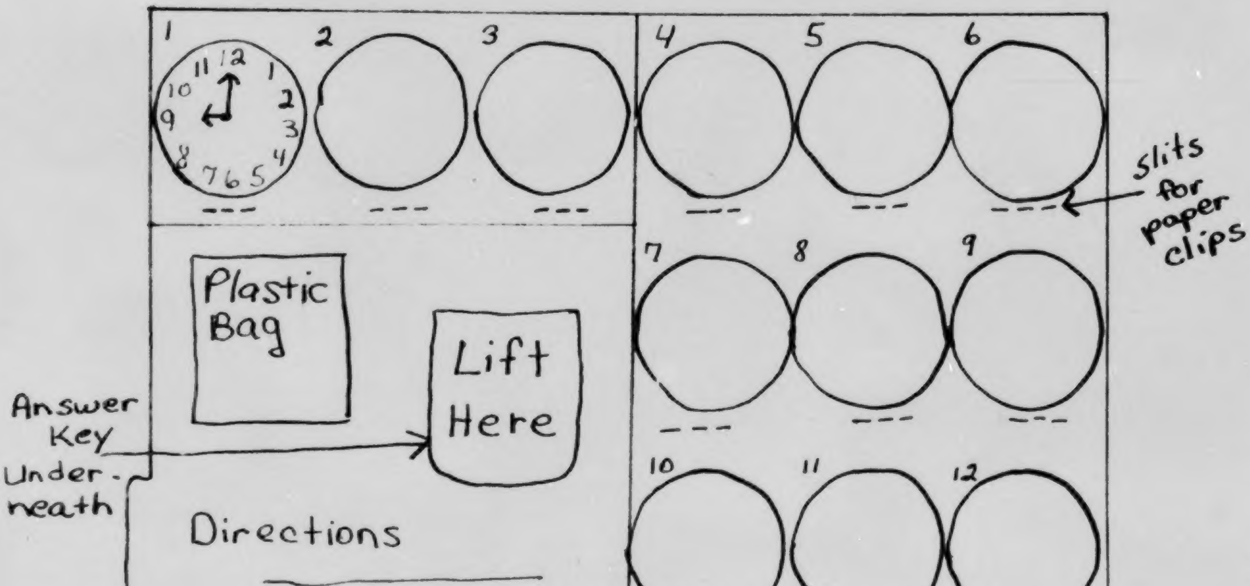
MATERIALS:
file folder
paperclips
clock stamp
12 - 1" x 2 1/2" pieces of posterboard for time cards

PLAYING DIRECTIONS:

1. Match the cards to the clocks.
2. Slide the cards under the paper clips.
3. Do not look at the answer key until you have finished.

SUGGESTIONS:

Use a watch to set the hands on the clocks.
Use a picture pertaining to game on front. (Clock picture)
Optional: 9 more clocks can be put on back. But clocks have to line up perfectly so that paper clips work on both sides.


1
2
3
4
5
6
7
8
9
10
11
12
12 1 2 3 4 5 6 7 8 9 10 11
slits for paper clips
Plastic Bag
Lift Here
Answer Key Under-neath
Directions

TITLE: "What's My Number?" Solitaire

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Time - Money

NUMBER OF PLAYERS: 1

MATERIALS:
3 - 9" x 17" sheets of different color posterboard
clock stamp
money stamp
39 - 2½" x 3" pieces of oak tag

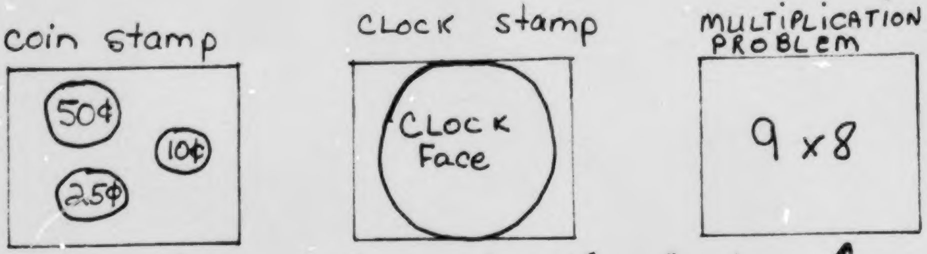
PLAYING DIRECTIONS:

The object of the game is to see how many cards you get into their proper locations and sequences.

1. With the deck face up, deal a card into each space, including the three top spaces, from left to right and top to bottom, until all spaces are filled (although not in proper sequence or color).
2. Pick up the three "free" cards from wherever they happen to be, and set them aside.
3. The spaces uncovered by the removal of the "free" cards must now be filled by the proper card for that space.
4. Continue moving cards into proper spaces until you are blocked. This occurs when all three "free" spaces have been uncovered.
5. You win the game if all the spaces are filled with the correct card in each space.

pattern on back

309


coin stamp
50¢
10¢
25¢
CLOCK stamp
CLOCK Face
MULTIPLICATION PROBLEM
9 x 8

Make one card matching each space on the board: 12 of each example plus 3 cards labeled "Free".

↖ examples of 2½" x 3" pieces ↗

posterboard attached here with tape. ↕

poster board attached here with tape. ↕

WHAT'S			MY			NUMBER?		
	Free			Free			Free	
1:43	8:37	3:13	48	63	32	.92¢	$1.36	$1.27
5:48	9:27	2:06	28	42	81	$1.75	.85¢	$1.22
11:08	6:17	10:54	64	18	72	.57¢	$1.51	.64¢
4:33	12:26	7:38	36	27	54	$1.00	.82¢	$1.16

TITLE: Making Change - Activity cards involving money

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Learning how to use money

NUMBER OF PLAYERS: 1

MATERIALS: 11 pieces of 11" x 12" posterboard
1 metal ring
money stamp

(Laminate cards so answers can be written and erased.)

WRITTEN ON FIRST PAGE: The title

Making Change
Activity Cards Involving
Money

WRITTEN ON SECOND PAGE: (number this page #1)
RIGHT OR WRONG?
Each square has a group of coins and an amount. Is the amount correct? On the line provided in each square put an X on the incorrect ones, put a ☺ on the correct ones.

Use money stamp in place of amount in parenthesis.

a. (5¢) (5¢) (1¢) (1¢) ____ 15¢	b (1¢) (1¢) (50¢) ____ 52¢	c. (10¢) (25¢) ____ 40¢
d. (50¢) (10¢) ____ 60¢	e. (25¢) (1¢) (1¢) ____ 27¢	f. (1¢) ____ 4¢
g. (10¢) (10¢) (10¢) (10¢) ____ 40¢	h. (25¢) (25¢) ____ 50¢	i. (10¢) (1¢) (1¢) ____ 23¢

WRITTEN ON THIRD PAGE: (number this page #2)
COUNT YOUR CHANGE
Each square has a group of coins and an amount written. Is the amount correct? On the line provided in each square put an X on the incorrect ones, put a ☺ on the correct ones.

TITLE: Making Change (cont.) **SPARC***

THIRD PAGE
(CONT.)

Use money stamp in place of amount in parenthesis.

1. (25¢) (25¢) (25¢) ______ 75¢	2. (50¢) (50¢) ______ $1.00	3. (10¢) (10¢) (10¢) (10¢) (10¢) (10¢) ______ 65¢
4. (5¢) (5¢) (5¢) (5¢) (5¢) (5¢) ______ 35¢	5. (25¢) (25¢) (5¢) (5¢) ______ 60¢	6. (50¢) (10¢) (10¢) (5¢) ______ 75¢
7. (10¢) (10¢) (10¢) (10¢) ______ 40¢	8. (50¢) (10¢) (10¢) ______ 80¢	9. (50¢) (5¢) (10¢) (5¢) ______ 50¢

WRITTEN ON
FOURTH PAGE: (number this page #3)

Write the value in dollars and cents.

1. one dollar and thirty-one cents ______________.
2. four dollars and twelve cents ______________.
3. one hundred cents ______________.
4. twelve dollars and sixty-one cents ______________.
5. ten dollars and ten cents ______________.
6. two dollars and eighty-nine cents ______________.
7. seven dollars and two cents ______________.
8. three dollars and nine cents ______________.
9. four dollars and forty-six cents ______________.
10. six dollars and eight cents ______________.

Check your answers on the answer sheet.

WRITTEN ON
FIFTH PAGE: (number this page #4)

If the amount is more than $1.00 write yes; if it is less write no.

1. $1.51 ________ 2. $ .68 ________ 3. $1.99 ________
4. $ .89 ________ 5. $2.84 ________ 6. $1.01 ________
7. $ .08 ________ 8. $1.04 ________ 9. $ .35 ________
10. $ .17 ________ 11. $ .98 ________ 12. $ .44 ________
13. $5.00 ________ 14. $4.02 ________ 15. $6.47 ________

TITLE: Making Change (cont.)

SPARC*

WRITTEN ON
SIXTH PAGE: (number this page #5)

WHAT IS THE COST?

If one candy bar cost 5¢, then two will cost 10¢, and 3 will cost 15¢. Write in amounts.

1		2	3
(picture of ice cream)	10¢	10 x 2 =	10 x 3 =
(picture of cookie)	15¢	15 x 2 =	15 x 3 =
(picture of popcorn)	25¢		
(picture of jacks)	20¢		
(picture of socks)	50¢		
(picture of apple)	7¢		
(picture of banana)	2¢		
		Figure the cost of two in this column	Figure the cost of three in this column.

WRITTEN ON
SEVENTH PAGE: (number this page #6)

WATCH YOUR CHANGE

Here's how
75¢
-20¢
55¢

You buy		You pay	Your change
(picture of doughnut)	20¢	.75¢	
(picture of football)	65¢	$1.00	
(picture of marbles)	35¢	.50¢	
(picture of pencil)	10¢	.25¢	
(picture of pop bottle)	20¢	.50¢	
(picture of ball)	85¢	$1.00	

TITLE: Making Change (cont.)

SPARC*

WRITTEN ON EIGHT PAGE: (number this page #7)

YOUR LUCKY DAY

You are given $100.00. You must spend it in one day. How would you spend it? Use the catalog for prices. Add them up to see how much you've spent. Try to spend all of your $100.00.... but don't spend too much! Write down the names and prices on notebook paper. (Any sales catalog)

SHOW ME!!!!

WRITTEN ON NINTH PAGE: (number this page #8)

USING COUPONS

Item	Price	Coupon	Actual cost
Gravytrain	$1.75	$ .50	
Charmin	.59	.07	
Downy	.79	.10	
Wyler's mix	1.29	.20	
Tender Vittles	.65	.15	
Gleem	.54	.05	
Dr. Pepper	1.15	.12	
Gold Medal Flour	.59	.15	
Kool-aid	.89	.10	
Pillsbury frosting	1.09	.10	

To figure out what you would have to spend.

Here's how

Price of item
-coupon
actual cost

Subtract the coupon price from the price of the item to find the actual cost. Check your answers on the answer card.

WRITTEN ON TENTH PAGE: (number this page #9)

GREATER THAN AND LESS THAN......

Put the >, <, or = signs between the amounts of money in the circle.

Check your work on answer sheet.

(10¢) (10¢)
(5¢) (<)
(10¢) (25¢)

TITLE: Making Change (cont.)

SPARC*

TENTH PAGE
CONT.

1	2
(10¢) (10¢) (1¢) ○ (10¢) (5¢)	(5¢) (5¢) (5¢) ○ (5¢) (10¢)
3	**4**
(25¢) (25¢) ○ (10¢) (10¢) (10¢) (10¢)	(50¢) (10¢) ○ (10¢) (10¢) (10¢)
5	**6**
(1¢) (5¢) ○ (10¢) (10¢) (1¢)	(50¢) ○ (25¢) (10¢) (10¢)

ELEVENTH PAGE
ANSWER SHEET:

Page #	
1	a. X c. X e. ☺ g. ☺ i. X b. ☺ d. ☺ f. X h. ☺
2	1. ☺ 3. X 5. ☺ 7. ☺ 9. X 2. ☺ 4. X 6. ☺ 8. X
3	1. \$1.31 3. \$1.00 5. \$10.10 7. \$7.02 9. \$4.46 2. \$4.12 4. \$12.61 6. \$2.89 8. \$3.09 10. \$6.08
4	1.yes 4.no 7.no 10.no 13.yes 2.no 5.yes 8.yes 11.no 14.yes 3.yes 6.yes 9.no 12.no 15.yes
5	a. 20¢ 30¢ c. 50¢ 75¢ e. \$1.00 \$1.50 g. 4¢ 6¢ b. 30¢ 45¢ d. 40¢ 60¢ f. 14¢ 21¢
6	1. 55¢ 3. 15¢ 5. 30¢ 2. 35¢ 4. 15¢ 6. 15¢
7	SHOW ME YOUR LIST OF CATALOG ITEMS
8	Gravytrain \$1.25 Wylers \$1.09 Dr. Pepper \$1.03 Charmin .52 Tender Vittles .50 Gold Medal .44 Downy .69 Gleem .49 Kool-aid .79 Pillsbury Frosting \$.99
9	1. > 3. > 5. < 2. = 4. > 6. >

TITLE: Strip Stripe

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Creating & manipulating equations

NUMBER OF PLAYERS; 2

MATERIALS: posterboard for gameboards (one for each player) 26" x 10½"
timer
pencil and paper
set of four strips for each player (10" x 2")

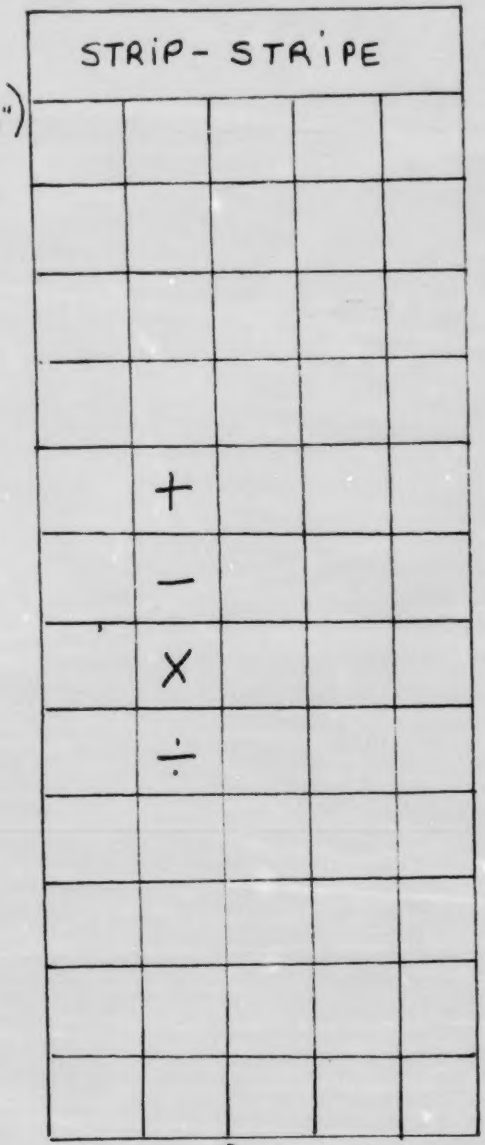
PLAYING DIRECTIONS:

1. Player picks a number from 7 through 20 that will be the answer for all the equations for that game, for example, 15.
2. The players alternate filling in any number from 1 through 10 in the spaces on their blank strips. They may choose any number as long as it is not the same one chosen by the other player. When the blank strips are filled, the timer is set and the game begins.
3. By sliding the strips on their gameboards, the players race to see how many equations they can construct to equal the predetermined number, in this example, 15.
4. The players record their equations on a separate sheet of paper.
5. The strips have to be lined up as shown on the diagram. Your strip will go on the last column.
6. The player who constructs the greater number of correct equations in the allotted time wins the game.

pattern on back

TITLE: Strip Stripe (Continued) SPARC*

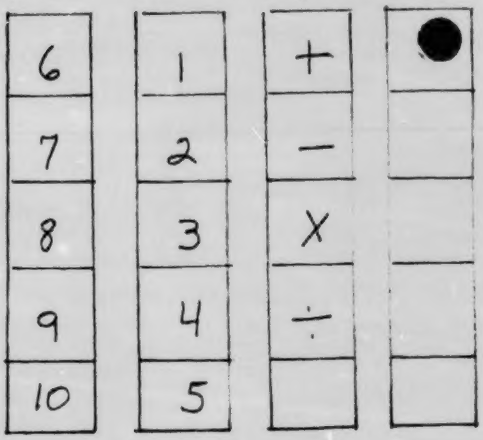
(26" x 10½")


STRIP- STRIPE
+
−
X
÷

Strip-stripe Gameboard Diagram

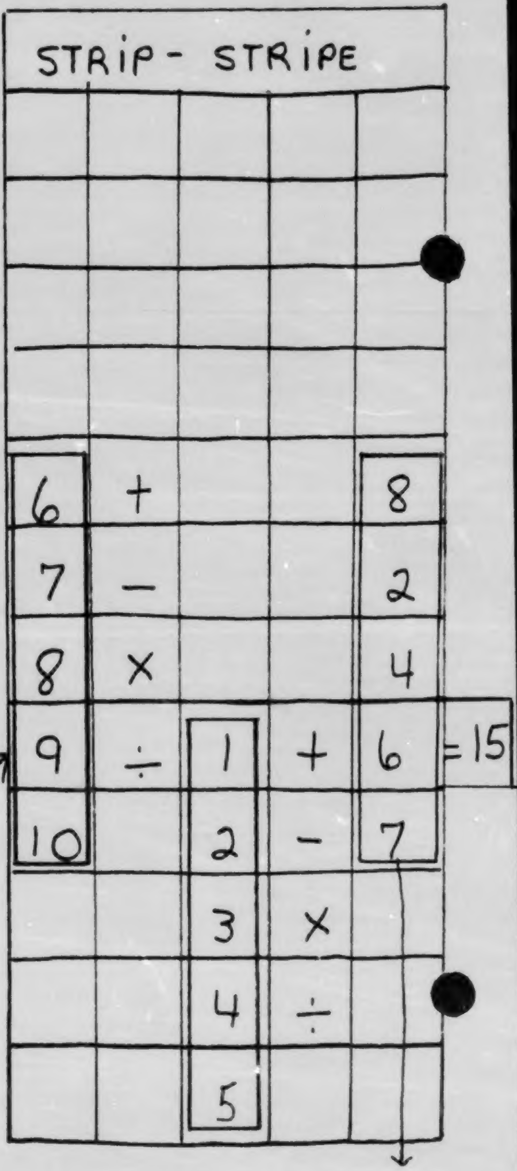
(10" x 2")

strips ↔


6
7
8
9
10
1
2
3
4
5
+
−
X
÷

Sample equation →

This line should be shaded in.


STRIP- STRIPE
6 + 8
7 − 2
8 X 4
9 ÷ 1 + 6 =15
10 2 − 7
3 X
4 ÷
5

Your strip

TITLE: Equation Safari

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Learn to discover and solve equations using all four operations, (+, −, x, ÷)

NUMBER OF PLAYERS: 2 to 4

MATERIALS: Different color pencil for each player
1 one minute timer
1 piece of 14" x 22" posterboard (for gameboard)

PLAYING DIRECTIONS:

1. Within one minute, each player takes his turn finding as many equations as possible on the gameboard. The player to the right of the equation finder serves as timekeeper. One point is given for each equation found.
2. Starting anywhere on the gameboard, the first player draws a circle around the numbers he wants to use in his equation, and then fills in the appropriate symbols. For example: he circles 5, 6, and 11 and writes in the + and =, making the equation 5 + 6 = 11.
3. A number can be reused. Equations can be formed vertically, horizontally, diagonally, or around the corner and any of these forward or backward.
4. Player loses his turn whenever he is unable to find an equation within the time limit.
5. Game ends when no player can find an equation on the gameboard.
6. The player with the greatest number of points wins the game.

SUGGESTIONS:

For a more difficult game, the players locate longer equations by using two or more operations per equation.
Could be used as a individual game.

pattern on back

SPARC*

TITLE: Equation Safari (Continued)

EXAMPLE - AREAS circled are just examples.

EQUATION SAFARI

9	3	6	81	60	7	+ 12	= 19	57	76	23
45	2	3	12	48	6	8	14	25	33	58
3	35	18	4	72	42	30	56	3	44	66
15	- 5	= 10	× 9	12	5	28	11	17	35	16
72	38	8	= 36	6	6	4	27	31	5	1
48	8	80	4	20	11	7	4	9	36	2
64	4	24	÷ 8	= 3	5	15	45	40	3	10
7	13	12	32	35	19	8	3	6	18	3
32	33	28	4	7	6	9	4	19	21	5
58	18	40	36	3	7	21	28	36	4	9
24	54	37	26	63	13	49	57	20	25	45
3	72	17	4	7	6	52	2	26	50	72

TITLE: Checkbook Game

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Balancing a checkbook

NUMBER OF PLAYERS: 2 or 3

MATERIALS:
1 piece of 14" x 22" posterboard
1 die
1 brad
3 place markers
ditto master of "Written Record", sample included

PLAYING DIRECTIONS:

1. Each player puts a marker on START and prepares to maintain a written record on his or her card. High roll of the die determines the lead player.
2. The players take turns rolling the die, moving their markers the number of spaces indicated, and following the directions written in the squares they land on. Starting with a balance of $1,000.00, they enter all payments and keep a running balance.
3. Play continues until all the players reach FINISH or run out of money.
4. The player with the largest balance at the end of the game declares himself or herself to be the winner. The other player or players add the numbers in the "Earn" column and those in the "Pay" column and then subtract to check the final balance. If the balance does not check, the self declared winner loses to the player with the next highest correct balance.

SUGGESTIONS:

The game can be made easier by having the players use play money to keep score, either in addition to or instead of the written record. Each player starts with a $1,000.00 bill, and a bank is established with the following amounts of money per player:

fifteen $1's, $10's and $100's
five $5's and $20's
two $50's

321

pattern on back

← 22"

14" ↓

CHECKBOOK GAME

(each square is 2" x 2½")

Directions ↓

Sun.	Mon.	Tues.	Wed	Thurs	Friday	Sat.
START your balance is $1000	1 Super-market Pay $35	2 Dentist Bill Pay $50	3 Electric Bill Pay $26	4 Stock Dividend Earn $50	5 Insurance Bill Pay $38	6 Theater Tickets Pay $20
7 Eat in Restaurant Pay $20	8 Work Overtime Earn $23	9 Super-market Pay $51	10 United Fund Pay $100	11 Go Back 7 Spaces	12 Income Tax Pay $212	13 Go to Movies Pay $5
14 Visit Museum Free	15 Rent due Pay $150	16 Super-market Pay $47	17 Holiday No Bills Today	18 Buy Books Pay $14	19 Telephone Bill Pay $17	20 Visit a Friend Free
21 Visit zoo Free	22 Super-market Pay $32	23 Go Back 7 Spaces	24 Parking Ticket Pay $5	25 Go Ahead 2 Spaces	26 Auto Repairs Pay $285	27 Go for a walk Free
28 Eat in Restaurant Pay $22	29 New Shoes Pay $15	30 Super-market Pay $51	31 Go Back 7 Spaces	FINISH Wait Until All Players Finish		

Written Record

Date	Earn	Pay	Balance
Totals			

TITLE: Put and Take

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Practical applied math

NUMBER OF PLAYERS: 2 or 3

MATERIALS: file folder - Divide into squares for gameboard (inside) In each square, write amount of money student will receive or will have to pay out - (see examples below)
balance cards - (laminate) - see pattern next page
crayons or grease pencils
markers

PLAYING DIRECTIONS:

1. Each player puts a marker on start and prepares to maintain a written record on his or her card. High roll of the die determines the lead player.
2. The players take turns rolling the cube, moving their place markers the number of spaces indicated, and following the directions written in the squares they land on. Starting with a balance of $1000, they enter all payments and earnings and keep a running balance.
3. Play continues until all the players reach FINISH or run out of money.
4. The player with the most money (largest balance) at the end of the game declares himself or herself to be the winner. The other player or players add the numbers in the EARN column and those in the PAY column and then subtract to check the final balance. If the balance does not check, the self-declared winner loses to the player with the next highest correct balance.

SUGGESTIONS:

Examples of gameboard information in squares:
START - Your balance is $1000.
1. Supermarket Pay $35
2. Dentist bill Pay $50
3. Electric bill Pay $26
4. Stock dividend Earn $50
5. Insurance bill Pay $38
6. Theater tickets Pay $20
7. Eat in restaurant Pay $20
8. Work overtime Earn $23
9. United fund Pay $100
10. Go back 7 spaces

Pattern for balance card on back)

TITLE: Put and Take (Continued)

SPARC*

Gameboard

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
START your balance is $1000	1 Supermarket Pay $35	2 Dentist bill Pay $50	3 Electric bill Pay $26	4 Stock Dividend Earn $50	5 Insurance bill Pay $38	6 theater tickets Pay $20
7 Eat in restaurant Pay $20	8 work overtime Earn $23	9 Supermarket Pay $51	10 United fund Pay $100	11 Go back 7 spaces	12 Income tax Pay $212	13 Go to movies Pay $5
14 Visit museum Free	15 Rent Pay $150	16 Supermarket Pay $47	17 Holiday No bills Today	18 Buy books Pay $14	19 Telephone bill Pay $17	20 Visit a friend Free
21 Visit zoo Free	22 Supermarket Pay $32	23 Go back 7 spaces	24 Parking ticket Pay $5	25 Go ahead 2 spaces	26 Automobile repairs Pay $285	27 Go for a walk Free
28 Eat in restaurant Pay $22	29 New shoes Pay $15	30 Supermarket Pay $51	31 Go back 7 spaces	FINISH Wait until all players finish		

Student Card

Date	Earn	Pay	Balance
Start			$1000
TOTALS			

TITLE: Let's Go Out to Eat

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Application of basic math

NUMBER OF PLAYERS: 1

MATERIALS:
file folder
sample menus - Pizza Hut, Red Lobster, Village Inn, Pizza Shoppe
page of problems or set of task cards for each menu
answer key.

PLAYING DIRECTIONS:

1. You will need pencil and paper.
2. Choose a menu and a page of problems for that menu.
3. Work the page of problems. At a restaurant where you are served by a waitress, the tip will be 15% of the bill. Figure the sales tax at 3%.
4. Check your answers with the key.

SUGGESTIONS:

Laminate task cards and menus.

TITLE: Sports Math

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Intermediate

OBJECTIVE: Application of math facts

NUMBER OF PLAYERS: 1

MATERIALS: file folder or piece of posterboard 12" x 15"
9 - 3" x 5" task cards
pocket for task cards
pocket for answer key

PLAYING DIRECTIONS:

1. You will need pencil and paper. Choose as many cards from the pocket as you wish.
2. Read the information on the card and solve the problem.
3. When you have finished, find the answer slip for your problem in the envelope on the back of this board.

TASK CARDS:

1. ICE SKATING

   Ice skating is not a new sport. There is written reference to it as far back as 1134 A.D. A lot of skating has been done since then!

   Skating races are exciting. The longest ice skate race is held in Elfstedentocht, which means "Tour of Eleven Towns". It is in the Netherlands and covers 200 kilometers.

   To get an idea how long this is, convert this distance to the nearest mile.

2. FOOTBALL

   The New York Giants are leading the Los Angeles Rams 27 to 20 in the third quarter. The Giants score one more touchdown (and conversion) in the third quarter.

   What's the score at the end of the third quarter?

   How many field goals would the Rams have to score in the fourth quarter to win the ball game?

3. BASKETBALL

   Wilt Chamberlain has set many records for points scored. In one game alone he scored 100 points!

   At one time, "Wilt the Stilt" was the all-time top scorer, with 27,426 points in eleven seasons.

   How many points did he average per season?

TITLE: Sports Math (Continued) **SPARC***

4. BASKETBALL

The Harlem Globetrotters rank high as a well-known, popular basketball team.

In their twenty-fifth season, they won 333 games and lost 8. If 3,195,511 paid spectators attended these games, what was the average crowd at each game?

5. BASEBALL

Baseball's Babe Ruth has long been known as the "Home Run King". He hit 714 home runs in his lifetime.

If there were two men on base each time, how many runs would he have brought in?

6. FOOTBALL

John Unitas threw 4,456 passes. He completed 2,450. How many incomplete passes did he throw?

What per cent of his passes were complete? (Round off your answer to the nearest per cent).

If his completed passes averaged 26 yards, how many yards did he gain altogether?

7. SWIMMING

Mihir Sen of Calcutta, India, did some long-distance swimming in 1966.

He swam the Palk Strait in 25 hours and 36 minutes, the Straits of Gibraltar in 8 hours 1 minute, the Dardanelles in 13 hours and 15 minutes, and the length of the Panama Canal in 34 hours 15 minutes.

How long did he swim in all four events?

Reduce it to the lowest terms of days, hours, and minutes.

8. FOOTBALL

Tom Dempsey, of the New Orleans Saints, has two handicaps. He has only a stump of a right arm, and he wears a special shoe over his wooden foot. Yet this great football player broke a record kicking the longest field goal in NFL competition.

Dempsey's kick of 63 yards in a game came in a game against the Detroit Lions in 1970. How many feet did Tom Dempsey kick the ball?

9. BASKETBALL

Basketball great, "Wilt the Stilt" Chamberlain, played an amazing 3,882 minutes in one season.

Of course, this included many games. Reduce this figure to hours and minutes for another idea of just how long he played.

Now, compute how many seconds he played!

KEY: 1. 124 miles. 2. 34 to 20...5 field goals to win 35 to 34.
3. 2,493.27 points 4. 9,371 people. 5. 2,856 runs, 2,142 runs
6. 2,006 incomplete, 55%, 63,700 yards 7. 3 days, 9 hours, 7 minutes
8. 189 feet 9. 64.7 hours or 64 hours and 42 minutes. 232,920 seconds.

TITLE: Egg Roll

SPARC*

SUBJECT AREA: Math

GRADE LEVEL: Primary

OBJECTIVE: Rounding off numbers

NUMBER OF PLAYERS: 1 or group activity

MATERIALS:

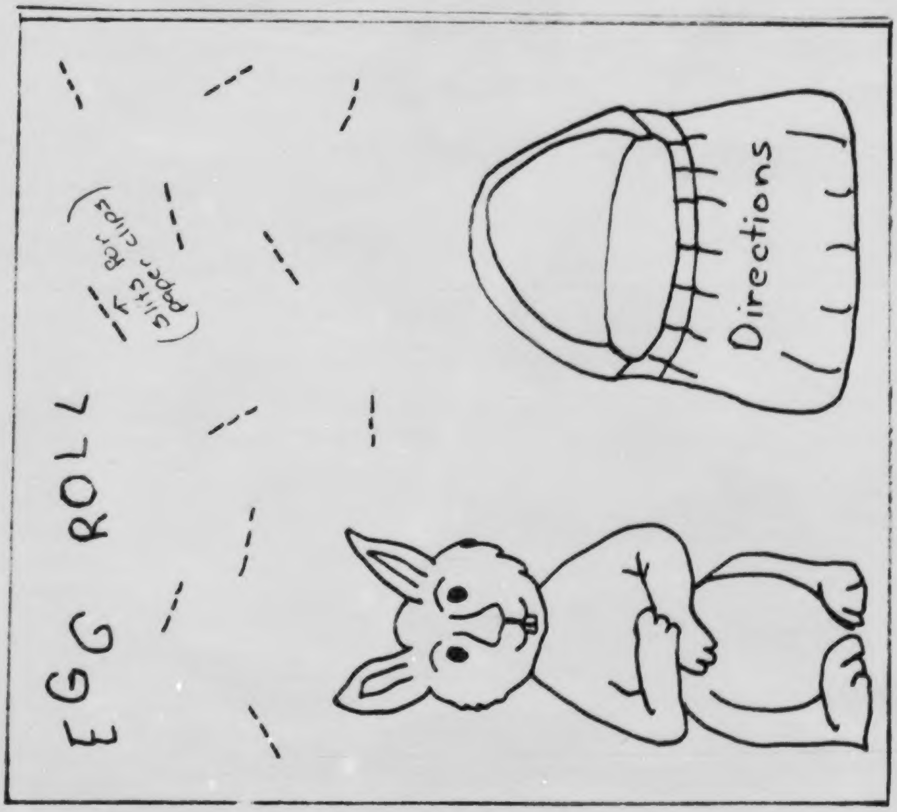
28" x 21" posterboard
paper clips
construction paper (pink-purple-yellow) to make egg shapes

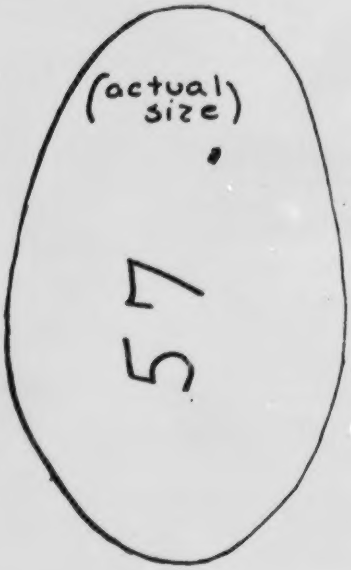
PLAYING DIRECTIONS:

1. Round off the numbers on the purple eggs to the nearest ten.
2. Round off the numbers on the pink eggs to the nearest hundred.
3. Round off the numbers on the yellow eggs to the nearest thousand.

SUGGESTIONS:

To make the game self-checking, include an answer key.
Use multiplication facts.





SPARC*

Creative Writing

DROP IN WRITING CENTER

	Page
Drop In Writing Center	1
Let's Write a Story	2
What If?	3
A Whale of a Tale	4
Create a Story	5
A Tall Tale	6
Just Imagine That You Ar[illegible]	7
Pick-a-Pair	8

DROP-IN WRITING CENTER

SUPPLIES

NEED	NICE	REAL NICE
volunteer	sign - open/closed	laminating machine
fabric scraps	sewing machine	primary typewriter
needle & thread	typewriter	
iron	art supplies	
paper - colors	old magazines	
*dry mount tissue		
pens, pencils, scissors		
glue		

TYPES OF BOOKS

WRITING - student writes out copy or dictates to a volunteer, finished product can be handwritten or typed

ILLUSTRATIONS

- author draws & colors, another child illustrates, pictures from old magazines, border pages in colored tape/color in, draw pictures, color, cut out and paste into book, cartoons

BINDING - cover with contac paper, wallpaper, material, newspaper, gift wrap, laminate; shape books (letter, tall, animal, etc.); accordion books; bind with metal rings, yarn, brads, sewn, spiral plastic binder, stapled

SUGGESTIONS

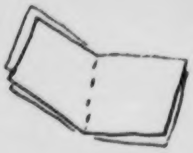
- title page
- include page about author, table of contents, and. dedication
- "Book on Tour" (extra sheets for comments from readers)
- they could make books of lists of words
- be sure there is an indication on cover to show the front of the book

---

* dry mount is available from any photo supply store

Making a book with Dry Mount

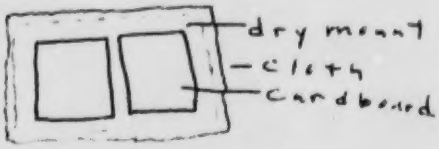
Fold paper in half for pages with the outside sheet a different color for part of the binding.



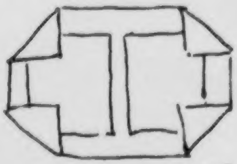
Sew down the center (fold) with needle and thread by hand or machine.

Cut two pieces of cardboard slightly larger than pages.

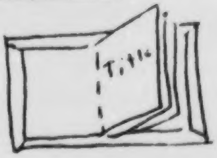
Cut cloth or wallpaper about an inch larger than the cardboards-all the way around.

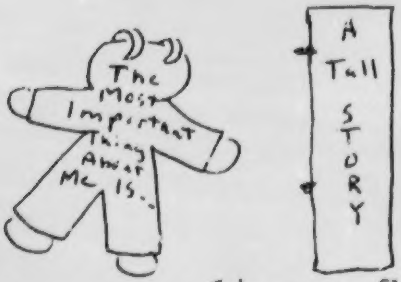

dry mount
cloth
cardboard

One piece of dry mount should be a little smaller than cloth. Put the cloth down on a flat surface, then the dry mount, then the 2 pieces of cardboard about ½" apart so book will fold. Mitre the corners first and iron down, then fold and iron top, bottom and sides.

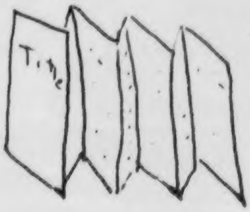


Cut second piece of dry mount the same size as the open pages. Lay dry mount on open cover. Press first and last (colored) pages to cover.




The Most Important Thing About Me Is..
A Tall STORY

Shape Books



Accordian Book
Tape pages together or use a long piece of paper

TITLE: Let's Write a Story

SPARC*

SUBJECT AREA: Language arts

GRADE LEVEL: Primary/Intermediate

OBJECTIVE: Stimulate imagination

NUMBER OF PLAYERS: 1

MATERIALS: file folder
sample story - (see next page)

PLAYING DIRECTIONS:

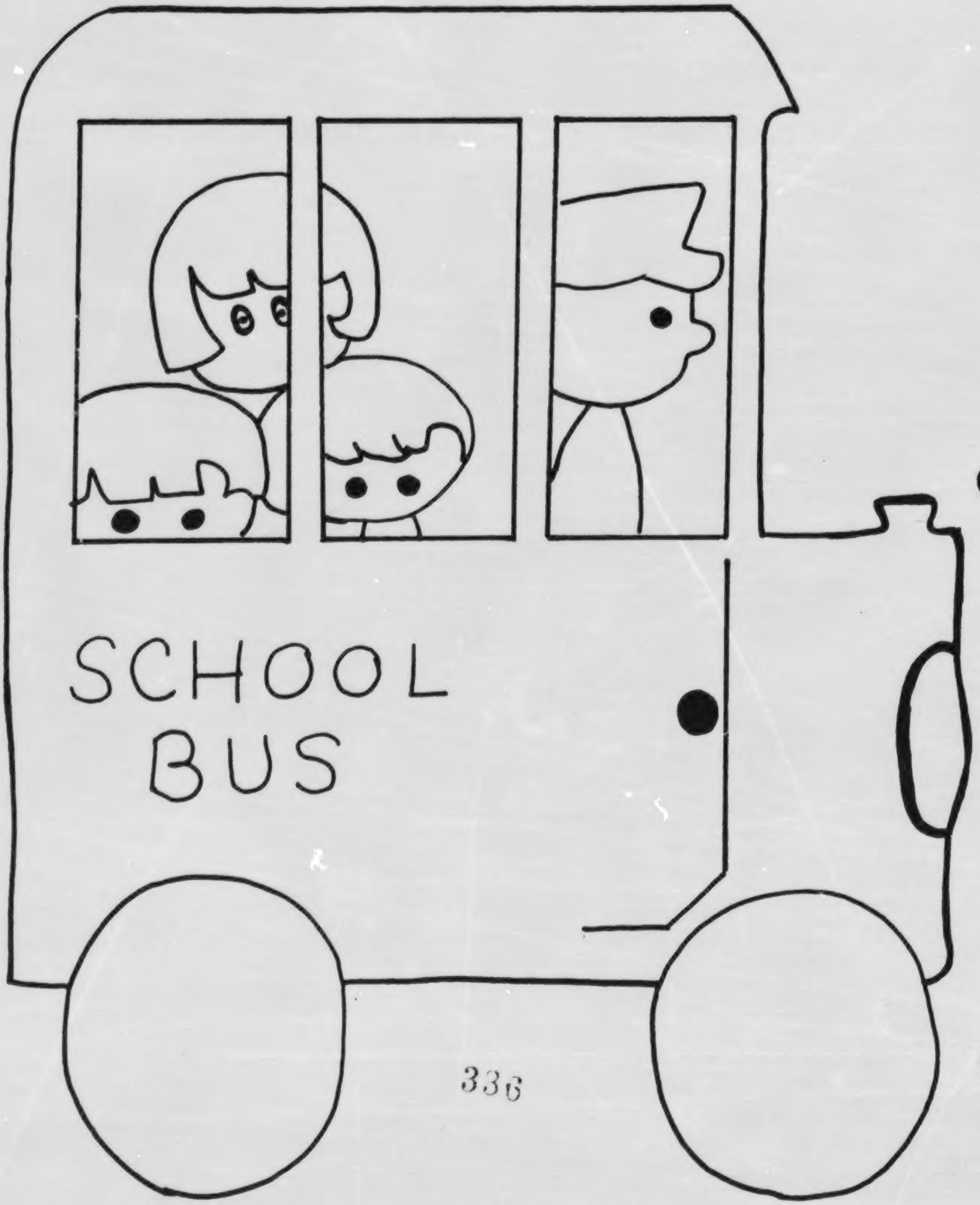
1. Sometimes writers pretend that inanimate objects can talk. Look at the suggestions listed here, or think up some of your own. Write a story that makes the object seem to be alive.
2. You might want to make the cover of your book the shape of the object that is telling the story.
3. Read the story of "Gus the Bus Talks Back" to help you.

IDEAS:

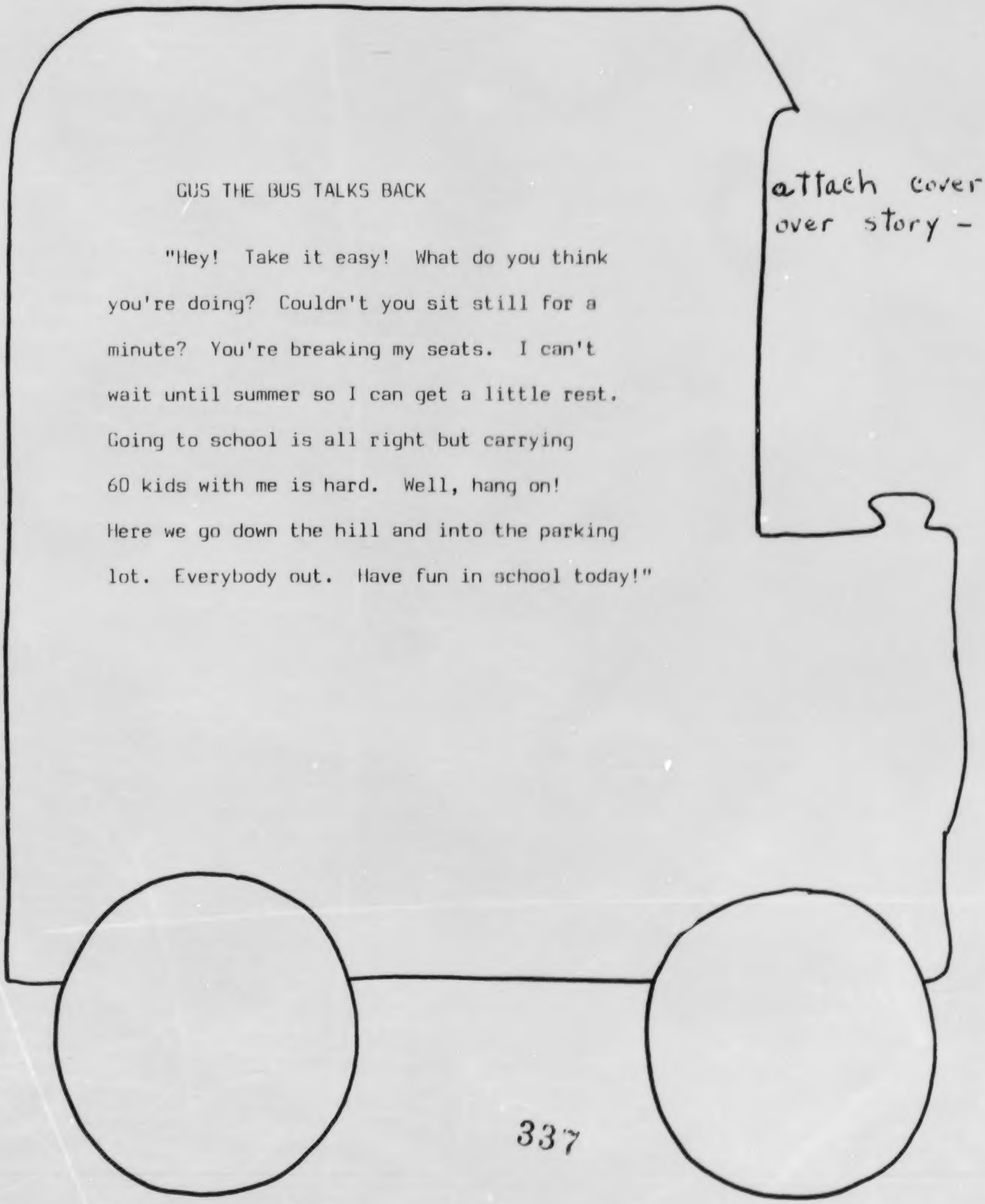
School lunch tray, library book, lunch box, tin can, shoes, telephone dial, a leaf changing colors, an easy chair, a music box, a pencil, a bicycle, an old coat, a sweater left at school, Paul Revere's hat, Paul Bunyan's ax, Johnny Appleseed's appleseed, Johnny Appleseed's tin pot, John Henry's hammer, Ben Franklin's Kite, Pecos Bill's lariat, Snoopy's doghouse, Daniel Boone's coonskin hat, Cinderella's slipper, Jack's beanstalk, Queen Elizabeth's fan.

pattern on back

Use as cover for story ↓



Sample story:



attach cover over story -

GUS THE BUS TALKS BACK

"Hey! Take it easy! What do you think you're doing? Couldn't you sit still for a minute? You're breaking my seats. I can't wait until summer so I can get a little rest. Going to school is all right but carrying 60 kids with me is hard. Well, hang on! Here we go down the hill and into the parking lot. Everybody out. Have fun in school today!"

TITLE: What If?

SPARC*

SUBJECT AREA: Language arts

GRADE LEVEL: Intermediate

OBJECTIVE: Stimulate imagination

NUMBER OF PLAYERS; 1

MATERIALS: file folder or 12" x 14" piece of posterboard
strips of posterboard or small cards with story ideas
library pocket or picture of a shape made into a pocket to hold the idea strips.

PLAYING DIRECTIONS:

1. Take the strips from the pocket.
2. Read the story ideas on the strips.
3. Choose one you would like to write about.
4. Use your imagination and write a story that you could make into a book.

SUGGESTIONS:

Examples of story ideas:

1. What if you discovered you had a magic carpet? Where would you go? What would you do when you got there?
2. You have just arrived in strange and exciting Signville. All the signs are different. They seem mixed up and can even talk. Write a story about your adventure in Signville.
3. What if you suddenly discovered that you were only one inch tall?
4. What if when you grew up, the President appointed you to colonize the moon?
5. What if you were chosen by the President of the U.S. to invent a new breakfast? How would you make it different?
6. What if you discovered a secret cave in you backyard?
7. What if you were a cave boy (or girl) a million years ago?
8. What if you decided to take a snowmobile safari around the North Pole?
9. What if you were stranded on a deserted island for one month with just a knife and a piece of string? Describe how you got your food, lodging, entertainment, clothing. How were you rescued?
10. What if you were invisible all day yesterday?

Laminate story strips.

TITLE: A Whale of a Tale	**SPARC***
SUBJECT AREA: Language arts	**GRADE LEVEL:** Intermediate
OBJECTIVE: Stimulate imagination	**NUMBER OF PLAYERS:** 1

MATERIALS: file folder or 12" x 14" posterboard with picture of a whale
strips of posterboard or small cards with story ideas
library pocket for idea strips

PLAYING DIRECTIONS:

1. Take the strips from the pocket.
2. Read the story ideas on the strips.
3. Select one to be a sentence in a story. It may be the first sentence, the last sentence, or one somewhere in the middle of the story.
4. Write a story that you would be proud to read to a friend and make into a book.

SUGGESTIONS:

Examples of story ideas:

1. There was this cloud of smoke and when it cleared, the funniest little man was standing there.
2. When she flipped the switch, strange things began to happen.
3. Whatever it was was large and wiggling.
4. The sidewalk started to change colors.
5. It was Halloween. The moon was very large and very bright, and it was almost midnight. I realized that I had to pass the graveyard on my way home.
6. I opened the closet door to hang up my coat when a ______________ came tumbling out.
7. The sign read "NO EARTH PEOPLE ALLOWED!"
8. We were sleeping in the tent when I heard a strange noise.
9. The rowboat overturned and SPLASH!; I was in the water.

Laminate story strips.

TITLE: Create a Story

SPARC*

SUBJECT AREA: Language arts

GRADE LEVEL: Intermediate

OBJECTIVE: Stimulate imagination

NUMBER OF PLAYERS: 1

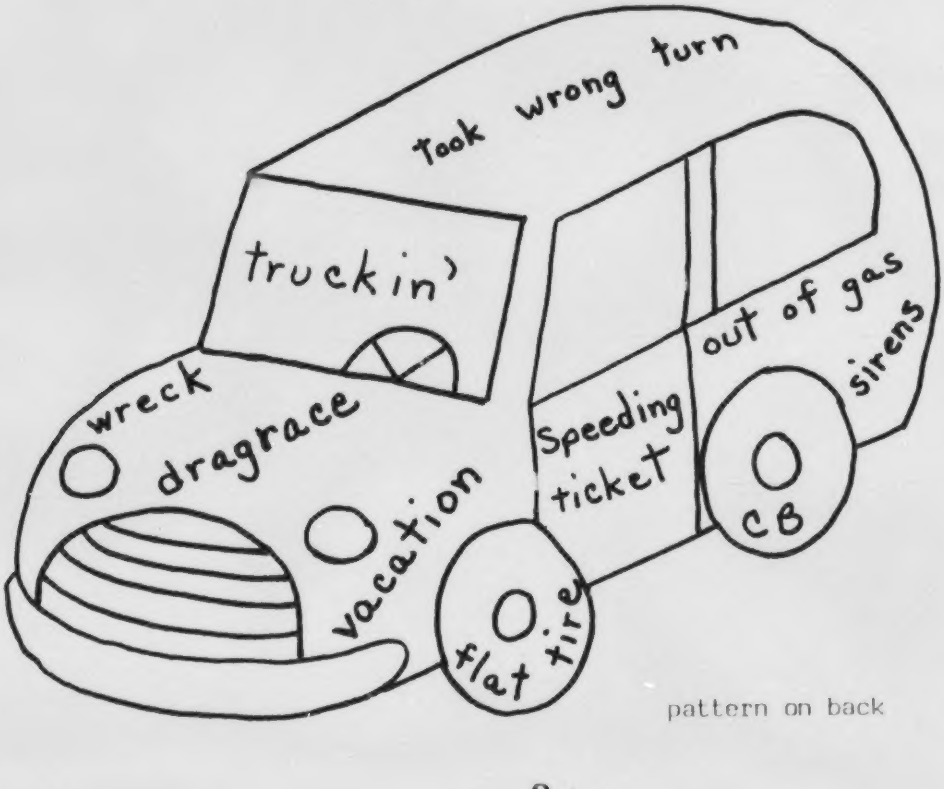
MATERIALS: file folder - See illustrations below and on next page

PLAYING DIRECTIONS:

1. Choose one of the means of transportation.
2. Write a story using the words you need.

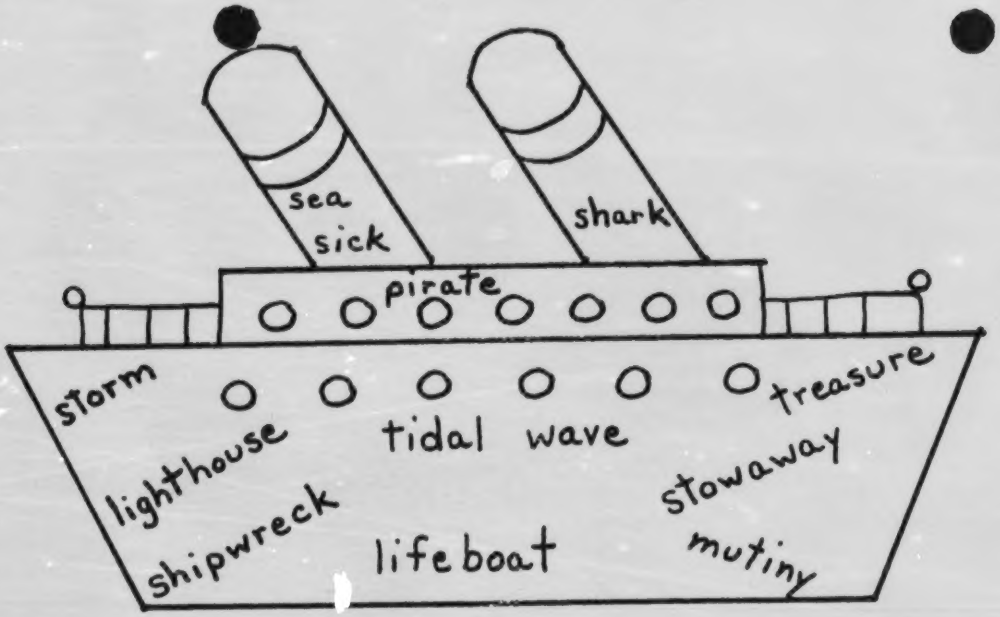
SUGGESTIONS:

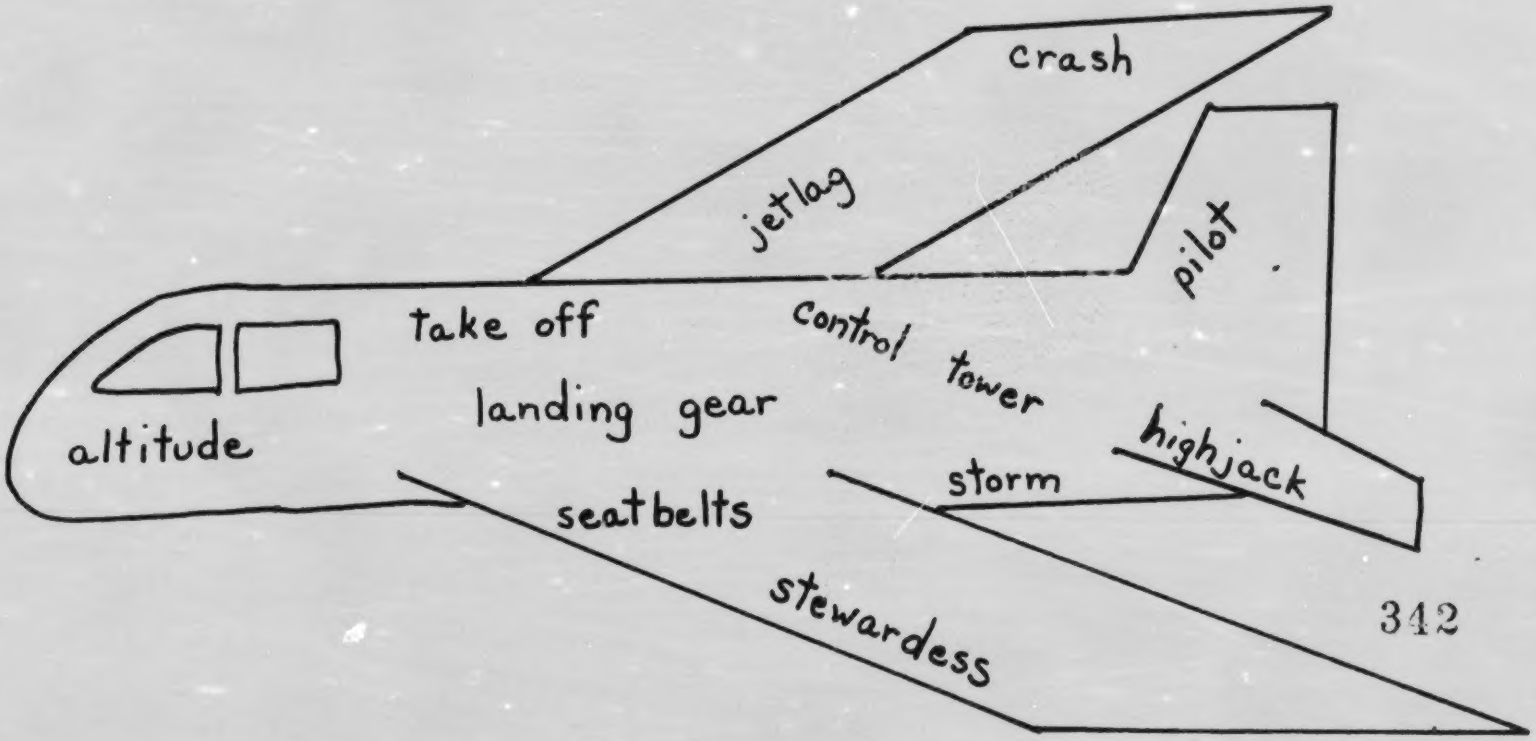
Adapt to other topics besides transportation.


took wrong turn
truckin'
out of gas
sirens
wreck
dragrace
speeding ticket
vacation
CB
flat tire

pattern on back

TITLE: Create a Story (Continued)


sea sick
shark
pirate
storm
treasure
lighthouse
tidal wave
stowaway
shipwreck
lifeboat
mutiny


crash
jetlag
pilot
take off
control tower
landing gear
altitude
highjack
storm
seatbelts
stewardess

TITLE: A Tall Tale	**SPARC***
SUBJECT AREA: Language arts	**GRADE LEVEL:** Intermediate
OBJECTIVE: Stimulate imagination	**NUMBER OF PLAYERS:** 1

MATERIALS: file folder or 12" x 14" posterboard
strips of posterboard or small cards with story ideas
library pocket or shape made into a pocket to hold idea strips

PLAYING DIRECTIONS:

1. Take the strips from the pocket.
2. Read the story ideas on the strips.
3. Choose the one you would like to write about.
4. Use your imagination and write a story that you could make into a book.

SUGGESTIONS:

Examples for idea strips:

1. Being twelve feet tall gives a person a lot of problems.
2. Can you imagine being invisible all of one day?
3. The next time you go to the circus, watch for the clown who stands on his head in the lion's cage. That's me!
4. I'll never forget the winter that I worked for Paul Bunyan.
5. Here I was--only one inch tall.
6. The pair of boots that I got for Christmas seem to be magic.
7. They were mean! They were gigantic! They were bright green!
8. I had never imagined that I would get a job on Pecos Bill's dude rance.
9. I traded my bike for a sack of marbles.
10. There was this cloud of smoke and when it cleared, this little blue man was standing there.

This activity could be incorporated into a unit on the tall tale or could be a culminating activity for the unit.

TITLE: Just Imagine That You Are ____

SPARC*

SUBJECT AREA: Language arts

GRADE LEVEL: Intermediate

OBJECTIVE: Stimulate imagination

NUMBER OF PLAYERS: 1

MATERIALS: file folder or 12" x 14" piece of posterboard
strips of posterboard or small cards for story ideas
pocket for idea strips.

PLAYING DIRECTIONS:

Empathy (em' pə thy) is an experience in which we identify with an object or being, and seem to have its feelings or physical sensations. In other words, empathy is putting yourself in another object's or being's "shoes".

1. Take the strips from the pocket.
2. Read the ideas on the strips.
3. Choose one of the ideas.
4. Imagine that you are that object or being and write about your feelings.

SUGGESTIONS:

Examples for idea strips:

1. You are a spoonful of pancake batter spreading slowly across a griddle. Describe your sensations and viewpoint.
2. You are a Christmas sled and there has been no snow. How do you feel?
3. You are a cross-eyed jack-o'-lantern. How does Halloween look to you?
4. You are a burned-out light on a Christmas tree. How do you feel?
5. You are a mud pie being fashioned by a three-year-old. Describe your sensations.
6. You are a peanut butter sandwich in a school lunchbox. It is lunchtime now. What are your feelings?
7. You are a cow with a bone out of place in her nose. Whenever you want to "moo", it comes out "boo". How do you feel about life?
8. You are a record - a new hit tune. You have been placed on a turntable and the needle is fast approaching. Describe your feelings.
9. You are either a dog who can only meow, or a cat who can only bark. Do you have problems?
10. You are a bull who is sensitive to green, not red. How does this complicate your life?

Laminate idea strips.

TITLE: Pick - a - Pair	**SPARC***
SUBJECT AREA: Language Arts	**GRADE LEVEL:** Intermediate
OBJECTIVE: Creative Writing	**NUMBER OF PLAYERS:** 1

MATERIALS: Pencil and Paper.

PLAYING DIRECTIONS: See worksheet.

Project SPARC*
DeSoto Elem. School
P.O. Box 489
DeSoto, KS 66018
(913) 585-1106

CREATIVE WRITING
Pick-a-Pair Conversation

DIRECTIONS:

Pick-a-pair and write a conversation between them.

1. Between a worm on a fish hook and a fish.
2. Between a cookie jar and the refrigerator in a house with six children.
3. Between two ice skates after a beginner has just used them.
4. Between a snowman and the sun.
5. Between a snow shovel and a drift in front of the door.
6. Between a car that is stuck in a snowdrift and the drift.
7. Between a mitten and a cap left at school on Friday evening.
8. Between you and your father when you have received a downslip for a "D" in math.
9. Between your paper and pencil after you have gone to bed at night.
10. Between Pecos Bill and his lasso.
11. Between Pecos Bill and Paul Bunyan as they meet for the first time.
12. Between a baby brontosaurus and a baby tyrannosaurus.
13. Between a vacuum cleaner and a dirty carpet.
14. Between an Easter bunny and the hen who is supposed to furnish him with some eggs.
15. Between a moth and a wool blanket.
16. Between a smoker's lungs and the cigarette he or she is smoking.
17. Between two math papers in the waste basket.
18. Between a cat who has been with the family for many years and a new puppy.
19. Between the accelerator and the brake pedal on a car that has been driven by a teenager who has just received his or her driver's license.

For Christmas:

20. Between an elf and a reindeer.
21. Between an ornament and the tree.
22. Between Santa and a lazy elf.
23. Between a boy who ate too much and his stomach.
24. Between two Christmas stockings--one old and one new.
25. Between a fireplace and Santa.
26. Between a discarded Christmas tree and a box of gift wrappings put out with the trash.

For Thanksgiving:

27. Between the captain of the Mayflower and a seasick sailor.
28. Between a turkey and a Pilgrim with a hatchet.
29. Between an Indian and a Pilgrim meeting for the first time.
30. Between two Pilgrims who thought they knew their way back to camp.
31. Between two crayons that have not been put back into the box.
32. Between you and your dog who doesn't want to go out into the rain.
33. Between a witch's cat and her broom.

TALL TALES

1. I'll never forget the winter that I worked for Paul Bunyan....
2. I traded my bike for a sack of marbles....
3. The next time you go to the circus, watch for the clown who stands on his head in the lion's cage. That's me!..
4. I had never imagined that I would get a job on Pecos Bill's dude ranch....
5. The pair of boots that I got for Christmas seem to be magic....
6. They were mean! They were gigantic! They were bright green!...
7. Being twelve feet tall gives a person a lot of problems....
8. Can you imagine being invisible all of one day?
9. Here I was, only one inch tall....
10. There was this cloud of smoke and when it cleared, this little blue man was standing there....

PERSONIFICATION

DIRECTIONS:

Sometimes writers pretend that inanimate objects can talk. Look at the suggestions listed here or think up some of your own. Write a story that makes the object seem to be alive. You might want to make the cover of your book the shape of the object that is telling the story.

EXAMPLE: "Gus the Bus Talks Back"
"Hey! Take it easy! What do you think you're doing? Could you sit still for a minute? You're breaking my seats. I can't wait until summer so I can get a little rest. Going to school is all right but carrying 60 kids with me is hard. Well, hang on! Here we go down the hill and into the parking lot. Everybody out. Have fun in school today!"

IDEAS:
school lunch tray, library book, lunch box, tin can, telephone dial, shoes, a leaf changing colors, an easy chair, a pencil, a bicycle, an old coat, a music box, a sweater left at school, Paul Revere's hat,

Paul Bunyan's ax, Johnny Appleseed's appleseed, Johnny Appleseed's tin pot, John Henry's hammer, Ben Franklin's kite, Pecos Bill's lariat, Snoopy's doghouse, Daniel Boone's coonskin hat, Cinderella's slipper, Jack's beanstalk, Queen Elizabeth I's fan, Abe Lincoln's ax, George Washington's horse, your teacher's gradebook, your grade card.

STORY STARTERS OR IDEAS

DIRECTIONS:

Read the strips in the pocket. Select one to be a sentence in a story. It may be the first sentence, the last sentence, or one somewhere in the middle of the story. Write a story that you would be proud to read to a friend.

IDEAS:

1. It was midnight when I heard a knock at the door. . . .
2. We were sleeping in the tent when I heard a strange noise. . . .
3. While we were watching TV, our house began to float. . . .
4. I thought I should have won an Academy Award when I _ _ _ _ _ _ _
5. After the store was closed, the stuffed animals _ _ _ _ _ _ _ _ _ _
6. It was Halloween. The moon was very bright, and it was almost midnight. I realized I had to pass the graveyard on my way home. . . .
7. As I opened my eyes, I saw a castle looming faintly in the distance. . . .
8. There was this cloud of smoke and when it cleared, the funniest little man was standing there. . . .
9. As I came around the hedge, I noticed that the trees weren't where they were yesterday. . . .
10. I opened the closet door to hang up my coat when a _ _ _ _ _ came tumbling out. . . .
11. As I stepped off the curb, I kept on falling. . . .
12. I lit a candle in the pumpkin, and the pumpkin started to speak. . . .
13. They were mean! They were gigantic! They were bright green!. . .
14. When she flipped the switch, strange things began to happen. . . .
15. I have just returned from a voyage to _ _ _ _ _ _ _ _ _ _. . . .
16. Being twelve feet tall gives a person a lot of problems. . . .
17. "The smarter you get the fatter you get!" This was the first thing I heard him say that day in the woods. . . .
18. If the animals hadn't all run away, it never would have happened. . . .
19. The rowboat overturned and SPLASH!; I was in the water. .
20. I just couldn't believe that this could happen to me. . . .
21. I felt a tap on my shoulder one day as I was weeding the garden, only to find a _ _ _ _ _ _ _ _ _ _ standing behind me. . . .
22. The door latch clicked softly, and I knew that I was locked in. . . .
23. One day when I was making a clay man, he jumped out of my hands and skipped away. . . .
24. The sign read "NO EARTH PEOPLE ALLOWED!". . .
25. The sidewalk started to change colors. . . .

26. Whatever it was was large and wiggling....

WHAT IF ____

1. What if you were a cave boy (or girl) a million years ago?
2. What if you were invisible all day yesterday?
3. What if you were stranded on a deserted island for one month with just a knife and a piece of string?
4. What if you had just arrived in strange and exciting Signville where all the signs are different? They seem to be all mixed up and can even talk.
5. What if the President of the U.S. has just chosen you to invent a new breakfast? How would you make it different?
6. What if you decided to take a snowmobile safari around the North Pole?
7. What if when you grew up, the President appointed you to colonize the moon?
8. What if you discovered a secret cave in your backyard?
9. What if someone gave you three wishes and told you that one was for you.
10. What if you suddenly discovered that you were only one inch tall?
11. What if you discovered that you had a majic carpet? Where would you go?
12. What if you lived in the days of knights and dragons?
13. What if Santa Claus chose you to go with him on Christmas Eve?
14. What if you had a pair of magic boots?
15. What if you met an animal that could talk? Would you talk or listen? If you talk, what would you say? If you listen, what do you think you would hear?

EMPATHY

1. You are a spoonful of pancake batter spreading slowly across a griddle. Describe your sensations and viewpoint.
2. You are a bull who is sensitive to green, not red. How does this complicate your life?
3. You are a mud pie being fashioned by a three-year-old. Describe your sensations.
4. You are the burned-out light on a Christmas tree.
5. You are a cross-eyed jack-o'-lantern.
6. You are a Christmas sled and there has been no snow. How do you feel?
7. You are a record - a new hit tune. You have been placed on a turntable and the needle is fast approaching.
8. You are a cow with a bone out of place in her nose. Whenever you want to "moo", it comes out "boo". How do you feel about life.
9. You are a peanut butter sandwich in a school lunchbox. It is lunchtime now. What are your feelings?
10. You are either a dog who can only meow, or a cat who can only bark. Do you have problems?

SPARC*

Miscellaneous

MISCELLANEOUS

P (Primary)
I (Intermediate)

Art

Page
Birthday Book - P 1

Science

Seasons - P 2
Animal Groups - I 3

Social Studies

Now Who Do You Suppose? - P 4
Learn States and Capitals - I 5
Match States and Capitals - I 6
Fact, Opinion, False? ? ? -I LA* 111

LA* - Language Arts

TITLE: Birthday Book (File Folder Center)	**SPARC***
SUBJECT AREA: Art	**GRADE LEVEL:** Primary
OBJECTIVE: Art	**NUMBER OF PLAYERS;** 1

MATERIALS: file folder
birthday fact sheets - one for each month

PLAYING DIRECTIONS:

1. Make a birthday book. Use the information in this folder to make a book of facts about your own birthday. Your book will have four pages.

   *Page 1 - Draw a picture of yourself. Write your birthday.
   *Page 2 - Draw a picture of your flower. Write its name.
   *Page 3 - Draw a ring with your birthstone on it. Write its name.
   *Page 4 - Draw your zodiac sign. Write its name.
   *Staple your book and share it with a friend.

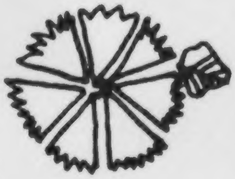
SUGGESTIONS:

Do a research study of your zodiac sign.
Put a copy of each month in folder.

TITLE: Birthday Book (File Folder Center)
(Continued)

SPARC*

January

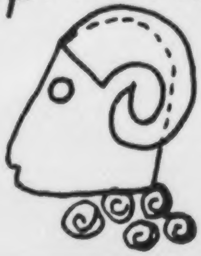


Flower: carnation

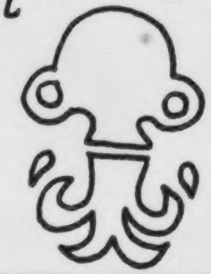
birthstone: garnet
(dark red)

zodiac signs:

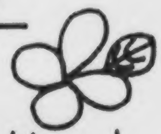
January 1-20
Capricorn



January 21-31
Aquarius



February

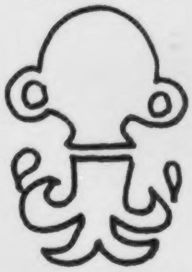


flower: violet

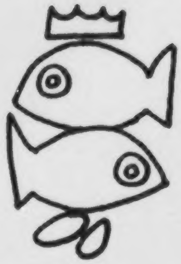
birthstone: amethyst
(purple)

zodiac signs:

February 1-19
Aquarius



February 20-28
Pisces



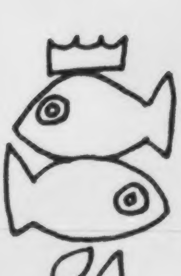
March

flower: jonquil

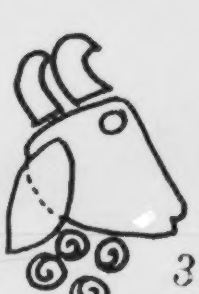
birthstone: aquamarine
(light blue)

zodiac signs:

March 1-20
Pisces



March 21-31
Aries



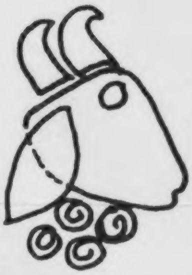
April

flower: daisy

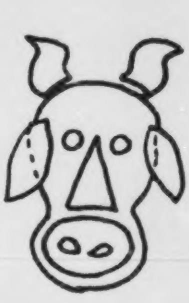
birthstone: diamond
(clear)

zodiac signs:

April 1-20
Aries



April 21-30
Taurus



May

flower: lily of the valley

birthstone: emerald
(green)

zodiac signs:

May 1-21
Taurus

May 22-31
Gemini

June

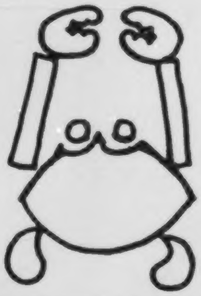
flower: rose

birthstone: pearl
(white)

zodiac signs:

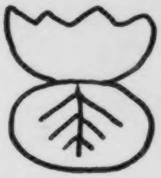
June 1-21
Gemini

June 22-30
Cancer



July

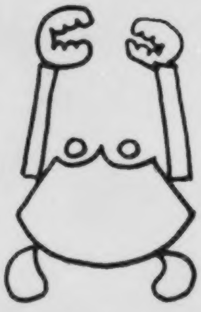
flower: water lily



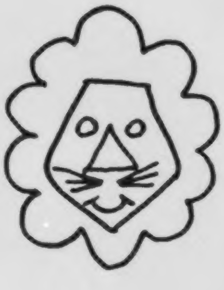
birthstone: ruby
(red)

zodiac signs:

July 1-23
Cancer



July 24-31
Leo



August

flower: gladiola

birthstone: sardonyx
(green)

zodiac signs:

August 1-23
Leo

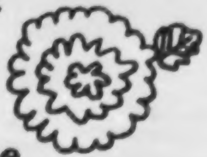
August 24-31
Virgo

TITLE: Birthday Book (File Folder Center)
(Continued)

SPARC*

September

flower: aster



birthstone: sapphire
(blue)

zodiac signs:

September 1-23
Virgo

September 24-30
Libra

October

flower: goldenrod

birthstone: opal
(pink)

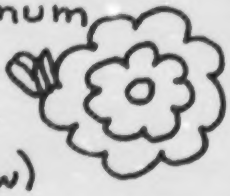
zodiac signs:

October 1-23
Libra

October 24-31
Scorpio

November

flower: chrysanthemum



birthstone: topaz
(yellow)

zodiac signs

November 1-22
Scorpio

November 23-30
Sagittarius

December

flower: poinsetta

birthstone: turquoise
(blue)

zodiac signs:

December 1-21
Sagittarius

December 22-31
Capricorn

TITLE: Seasons

SPARC*

SUBJECT AREA: Science

GRADE LEVEL: Primary/Intermediate

OBJECTIVE: Become familiar with the seasons

NUMBER OF PLAYERS; 1

MATERIALS:
picture of each season
clothespins (wooden type are best)
key - color-coded on inside of clothespins (see suggestions)
pizza board or posterboard circle - divide into 4 sections-
Glue picture of one season in each section.

DIRECTIONS:

1. Take the clothespins out of the bag.
2. Read the words on the clothespins.
3. Clip the words for spring by the spring picture.
4. Do the same for summer, autumn and winter.

SUGGESTIONS:

Clothespins; Write description for a season on clothespin. Color code clothespins underneath: green dot for spring, red dot for summer, orange for autumn, blue for winter.

TITLE: Animal Groups

SPARC*

SUBJECT AREA: Science

GRADE LEVEL: Intermediate

OBJECTIVE: Learning about animals

NUMBER OF PLAYERS; 2 or more

MATERIALS: 6 - 14" x 11" pieces of posterboard
1 - metal ring

This information is written or typed on 2 of the 14" x 11" pieces of posterboard:

ANIMAL GROUPS

Scientists who study animals find ways that animals are alike and put them into groups. There are many of these groups.

The largest group is the insect group. All insects have six legs, and some insects have wings. An insect's body is made of three parts, and has two feelers or antennae. Some insects also change body shapes. For example, a caterpillar turns into a butterfly.

Another group is called amphibians. This means that they live on the land and in the water. The amphibian group has frogs, toads and salamanders in it. These animals live in the water first as tadpoles and breathe underwater with gills. Later their bodies change, and they grow lungs, legs and move from the water to the land. They breathe partly through their skin and lay sticky eggs. Amphibians are cold blooded. This means they are the same temperature as the place they are living.

Reptiles are another animal group. They have dry skins covered with scales and are cold blooded like amphibians. They may live in the water as alligators and crocodiles do, but they can't breathe underwater. They lay softshelled eggs. Some, such as rattlesnakes and gila monsters are poisonous. Most snakes and lizards are not poisonous. Turtles are reptiles who are not poisonous.

Another large group of animals is the fish group. These animals are underwater all of their lives. They do not come out of the water to breathe. They get their air from the water through gill slits in the sides of their heads. They lay eggs, and their bodies are covered with scales. Fish are cold blooded.

Birds make up another group of animals. All birds have wings, but not all birds can fly. Penguins and ostrich can't. Birds lay hardshelled eggs. Birds bodies are covered by feathers. Birds are warmblooded. That means a bird's temperature is always the same, no matter what the weather. Birds all have two legs, and their mouths are called bills or beaks.

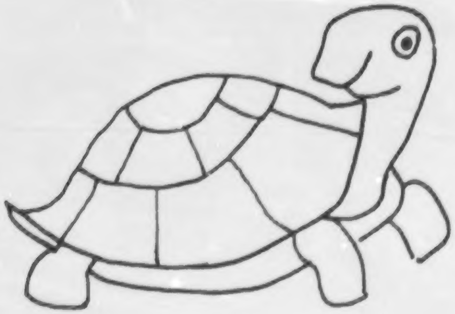
Mammals are an interesting group, since it includes us. Yes, it's true --- people are mammals, and here's why. Mammals have live babies (they don't lay eggs), and the babies get milk from their mother. All mammals breathe air with lungs and are warm blooded. Most mammals have hair or fur. There are many kinds of mammals. Some are cats, dogs, pigs, horses, elephants, whales, porpoises, tigers, lions, cows, giraffes, zebras and many, many more.

SUGGESTIONS: Place answer key for fun sheet somewhere in center.

(Page 1) Next two pieces of poster board are the information on animal groups

ANIMAL

GROUPS



This goes on the 4th piece of posterboard:

DIGBY DINOSAUR'S FUN SHEET

Write the correct letter in front of each animal, matching it to the group it is in. You may use the letters more than once.

A. Retile
B. Mammal
C. Fish
D. Bird
E. Amphibian
F. Insect

____frog ____tuna ____moth ____lizard ______salamander
____fly ____tiger ____swan ____eagle ______alligator
____fox ____toad ____shark ____turtle ______snake

Use the same words in the box above to fill in the spaces. If you need to, you may look back at the learning pages.

1. Who am I? I am warm blooded and I have two wings and two legs. I am a ______________________.

2. Who am I? I have dry skin. I'm cold blooded and I might be poisonous. I am a ______________________.

3. Who am I? I have six legs and there are more of me on earth than any other kind of animal. I am a ______________________.

4. Who am I? I get my air through gills and I am cold blooded. I am a ______________________.

5. Who am I? I am warm blooded, I may have hair or fur, and I give my baby milk. I am a ______________________.

6. Who am I? I move from the water to the land. I am a ______________________.

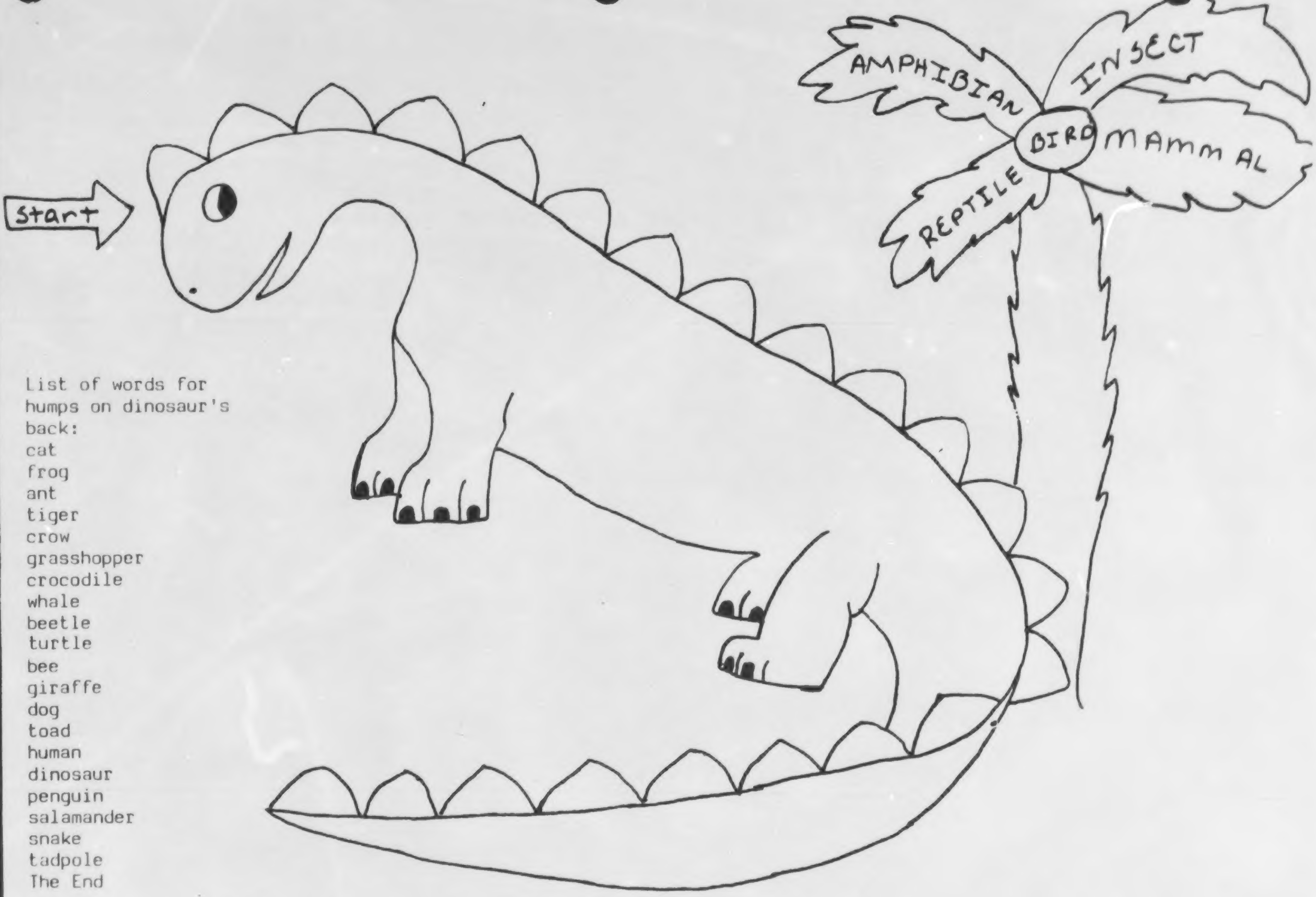
This goes on the 5th page of the posterboard:

INSTRUCTIONS:

Roll die. Move the number of spaces shown on die. Name the group the animal belongs to. If you are correct you may stay there. If you are wrong go back to the space you were on before. Check your answers with the answer sheet.

ANSWER SHEET:

AMPHIBIAN	MAMMAL	REPTILE	INSECT	BIRD
frog	cat	crocodile	ant	crow
toad	tiger	turtle	grasshopper	penguin
salamander	whale	dinosaur	beetle	robin
tadpole	giraffe	snake	bee	
	human being			
	dog			


start
AMPHIBIAN
INSECT
BIRD
MAMMAL
REPTILE

List of words for humps on dinosaur's back:
- cat
- frog
- ant
- tiger
- crow
- grasshopper
- crocodile
- whale
- beetle
- turtle
- bee
- giraffe
- dog
- toad
- human
- dinosaur
- penguin
- salamander
- snake
- tadpole
- The End

DIGBY DINOSAUR"S
ANIMAL IDENTO

TITLE: Now Who Do You Suppose? (File Folder Center)

SPARC*

SUBJECT AREA: Social Studies

GRADE LEVEL: Primary

OBJECTIVE: Beginning career exploration

NUMBER OF PLAYERS: 1

MATERIALS:
file folder - illustrated appropriately
plastic bag - attach to inside of folder
posterboard

PLAYING DIRECTIONS:

1. Take the game pieces out of the folder.
2. Place the small pieces with occupations on them face up on your desk.
3. Read the statement on one of the large posterboard pieces. Who do you suppose might make that statement?
4. If your answer is correct, it will fit to the bottom of the statement card like a puzzle.

SUGGESTIONS:

Cut each card differently so that only one answer will fit correctly.

EXAMPLES:

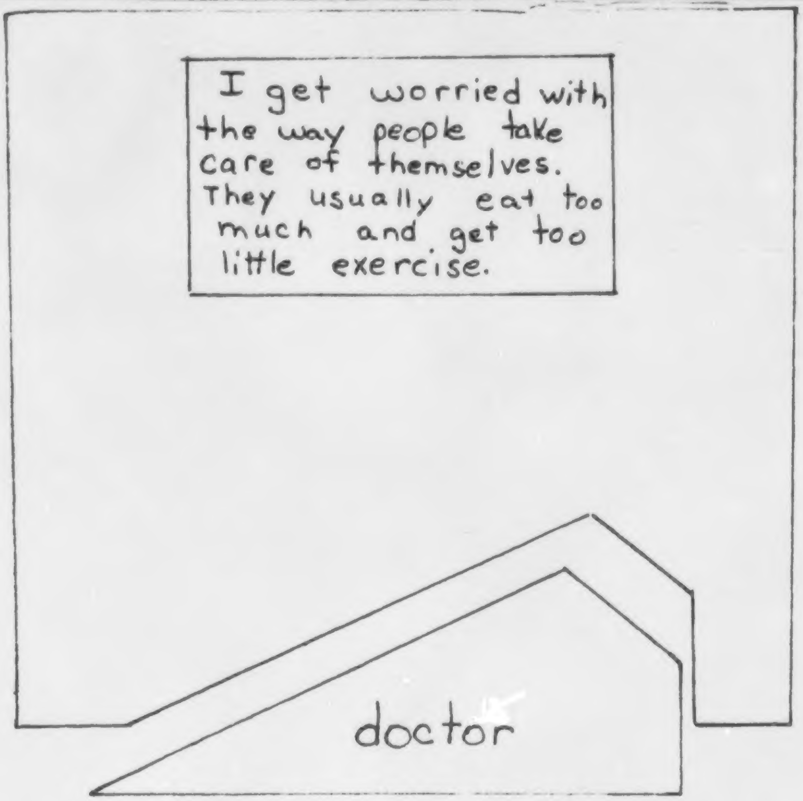
Policeman:	I really wish that more people would keep their cars locked. A lot less would be stolen if they did this.
Postal Worker:	People should always use the right ZIP code when mailing their letters. They should also use it on the return address.
Bus Driver:	The streets of this city are too crowded. More people should ride a bus or train to work.
Forest Ranger:	People should show love to our national parks. They often litter without thinking.
Fireman:	One of the worst things you can do is to smoke in bed. People should never do this.
Doctor:	I get worried with the way people take care of themselves. They usually eat too much and get too little exercise.

Pattern on back

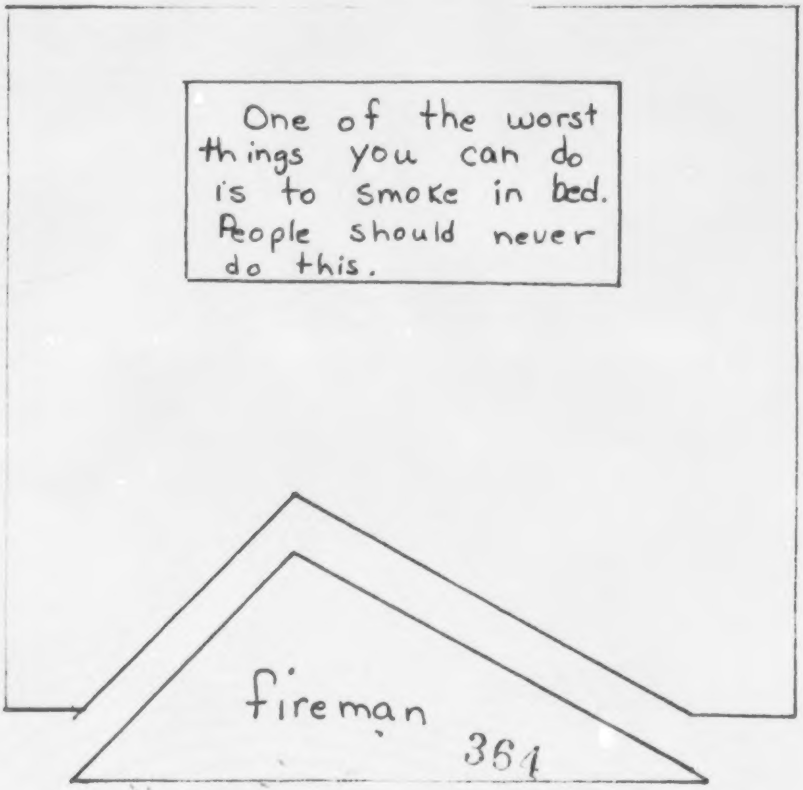
TITLE: Now Who Do You Suppose? (File Folder Center) Continued

SPARC*

EXAMPLE:



I get worried with the way people take care of themselves. They usually eat too much and get too little exercise.



One of the worst things you can do is to smoke in bed. People should never do this.

TITLE: States and Capitals - Flash cards

SPARC*

SUBJECT AREA: Social Studies

GRADE LEVEL: Intermediate

OBJECTIVE: Learn states and capitals

NUMBER OF PLAYERS: 1 or 2

MATERIALS: 100 - 2" x 10" pieces of posterboard

PLAYING DIRECTIONS:

1. Hold card up.
2. Read the card. If it is a capital, give the name of the state. If it is a state, give the capital.
3. Look on the reverse side for the correct answer.

Capitals
on one
side →

Nashville

side 1

States
on reverse
side →

Tennessee

side 2

TITLE: Concentration: States and Capitals

SPARC*

SUBJECT AREA: Social Studies

GRADE LEVEL: Intermediate

OBJECTIVE: Match states and capitals

NUMBER OF PLAYERS: 2

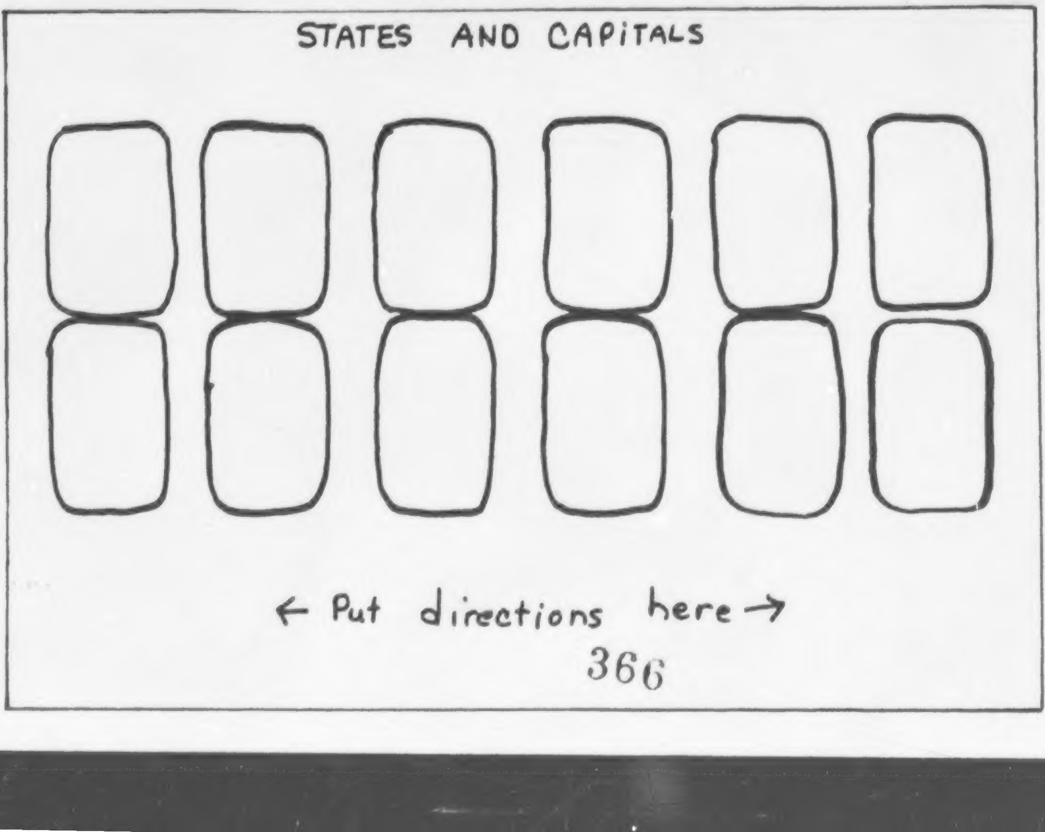
MATERIALS:
1 piece of 14" x 22" posterboard
2" x 4" cards with states written on them
2" x 4" cards with capitals written on them

PLAYING DIRECTIONS:

1. Place sets of cards face down on the playing board.
2. Take turns drawing two cards at a time. Try to match the state with its capital. When they match, you may keep them. Otherwise, return them face down on the board.
3. Player with the most cards wins.

SUGGESTIONS:

12 cards to a set
6 with states
6 with their capitals
Color code so cards can be divided easier.



SPARC*

Gameboards

GAMEBOARD INDEX

Page

Holiday Fun 1

Gameboard "A" 2

Gaemboard "B" 3

Gameboard "C" 4

Gameboard "D" 5

Multiplication 0-12 (Key for gameboards) 6

Opposites Gameboard LA* p. 62

10-20-30 (Universal Gameboard) LA* p. 103

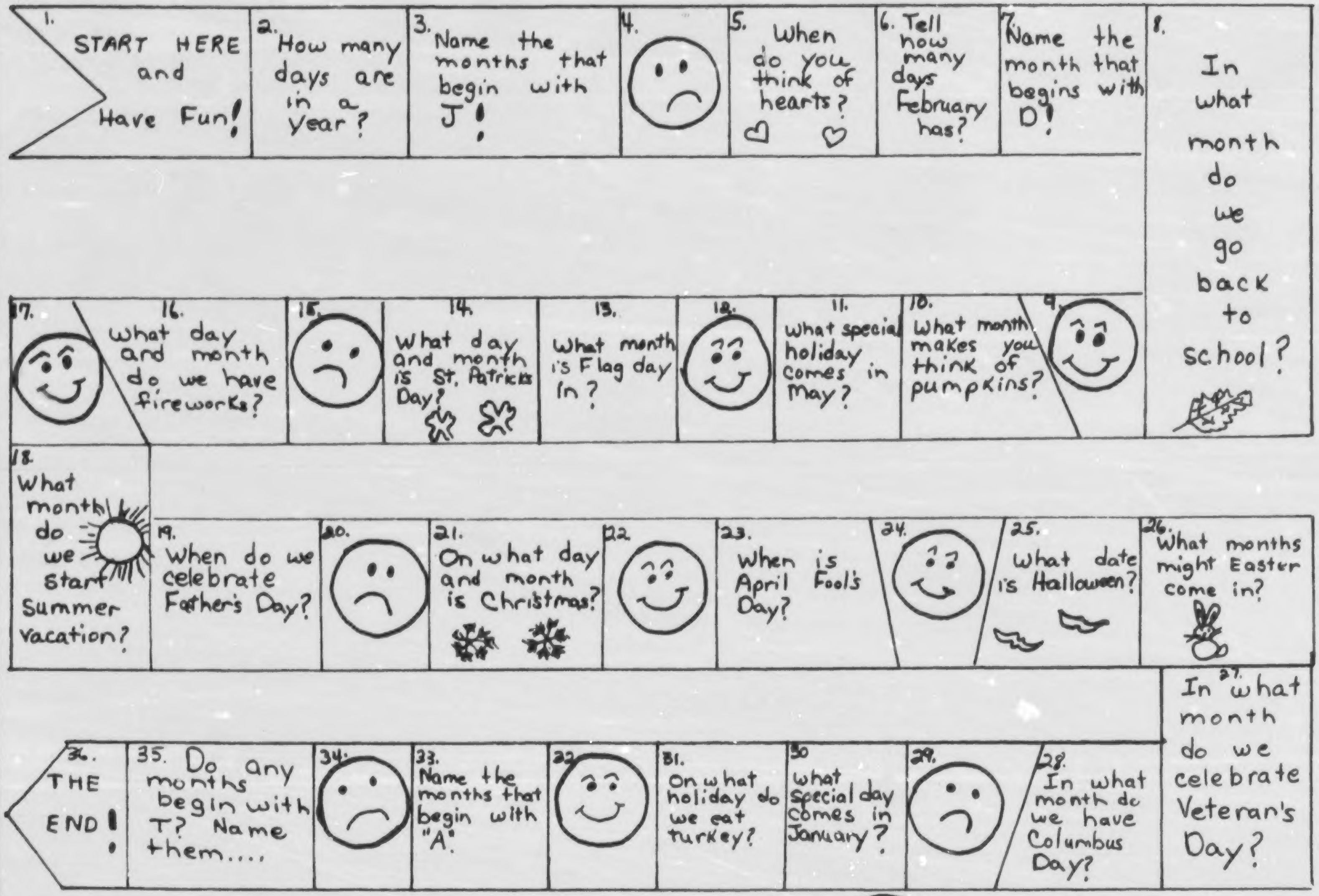
Math Gameboard M** p. 27

*LA - Language Arts
**M - Math

Game Board

TITLE: Holiday Fun

SPARC*



1. START HERE and Have Fun!
2. How many days are in a year?
3. Name the months that begin with J!
4.
5. When do you think of hearts?
6. Tell how many days February has?
7. Name the month that begins with D!
8. In what month do we go back to school?
9.
10. What month makes you think of pumpkins?
11. What special holiday comes in May?
12.
13. What month is Flag day in?
14. What day and month is St. Patrick's Day?
15.
16. What day and month do we have fireworks?
17.
18. What month do we start summer vacation?
19. When do we celebrate Father's Day?
20.
21. On what day and month is Christmas?
22.
23. When is April Fool's Day?
24.
25. What date is Halloween?
26. What months might Easter come in?
27. In what month do we celebrate Veteran's Day?
28. In what month do we have Columbus Day?
29.
30. What special day comes in January?
31. On what holiday do we eat turkey?
32.
33. Name the months that begin with "A".
34.
35. Do any months begin with T? Name them....
36. THE END!

Each time you land on a space with ☺ You get another turn!

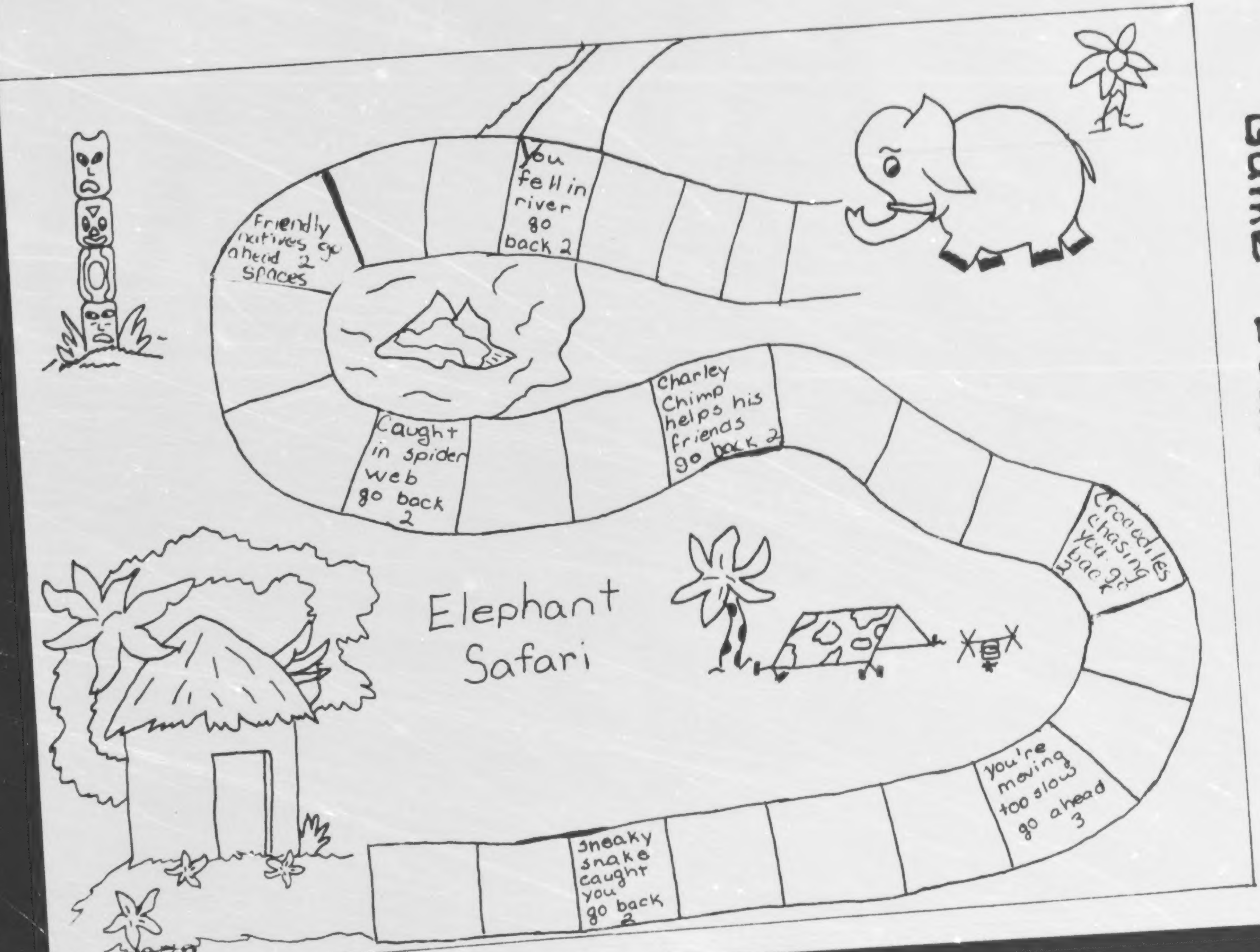
Each time you land on a space with ☹ You lose a turn!

TITLE: Holiday Fun (Continued) **SPARC***

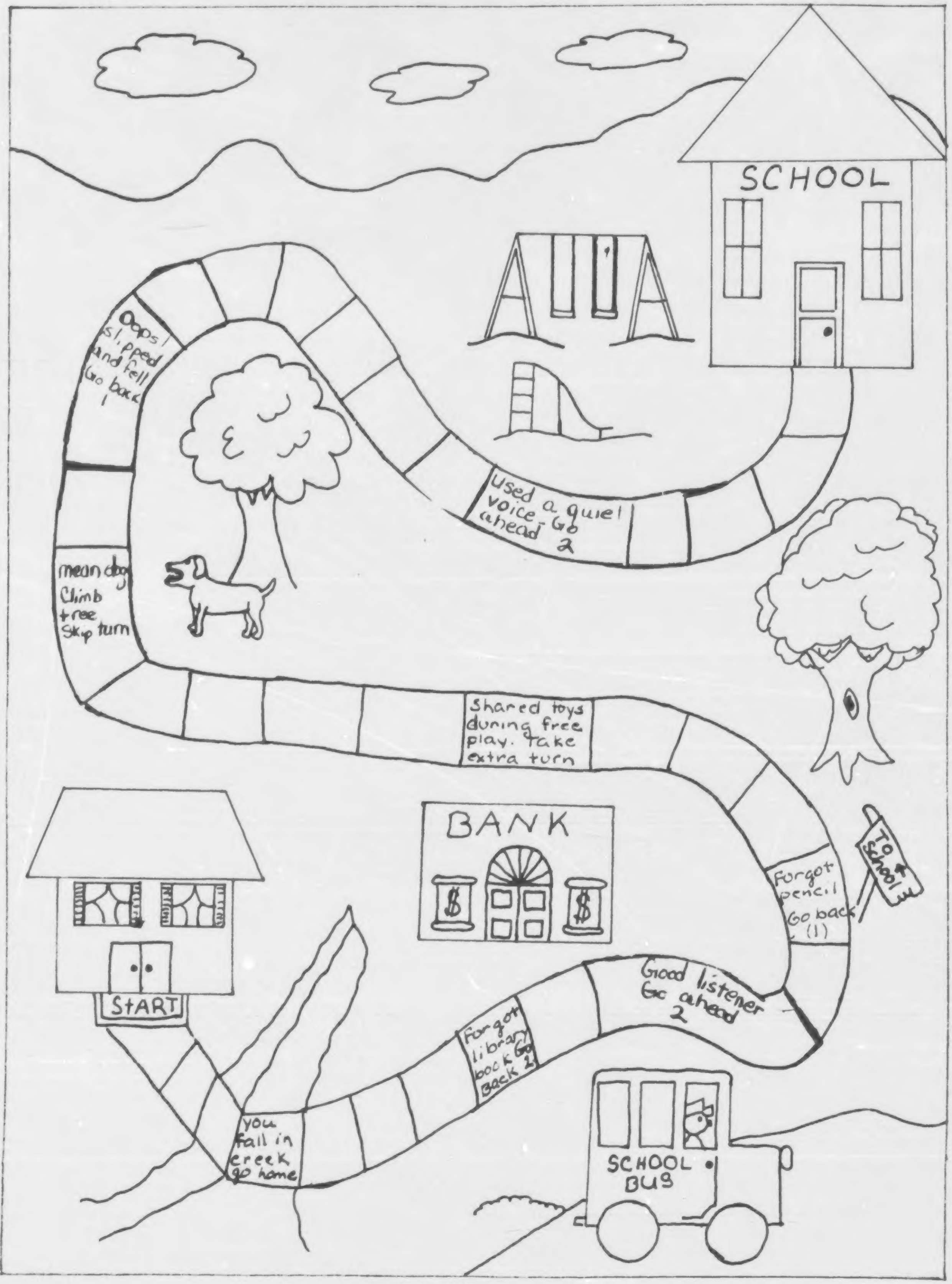
GAMEBOARD ANSWER KEY - Put on back of gameboard.

2. 365
3. January, June, July
5. February
6. 28
7. December
8. September
10. October
11. Memorial Day
13. July
14. March 17th
16. July 4th
18. June
19. third Sunday in June
21. December 25th
23. April 1st
25. October 31st
26. March or April
27. November
28. October
30. New Year's Day
31. Thanksgiving Day
33. April, August
35. None

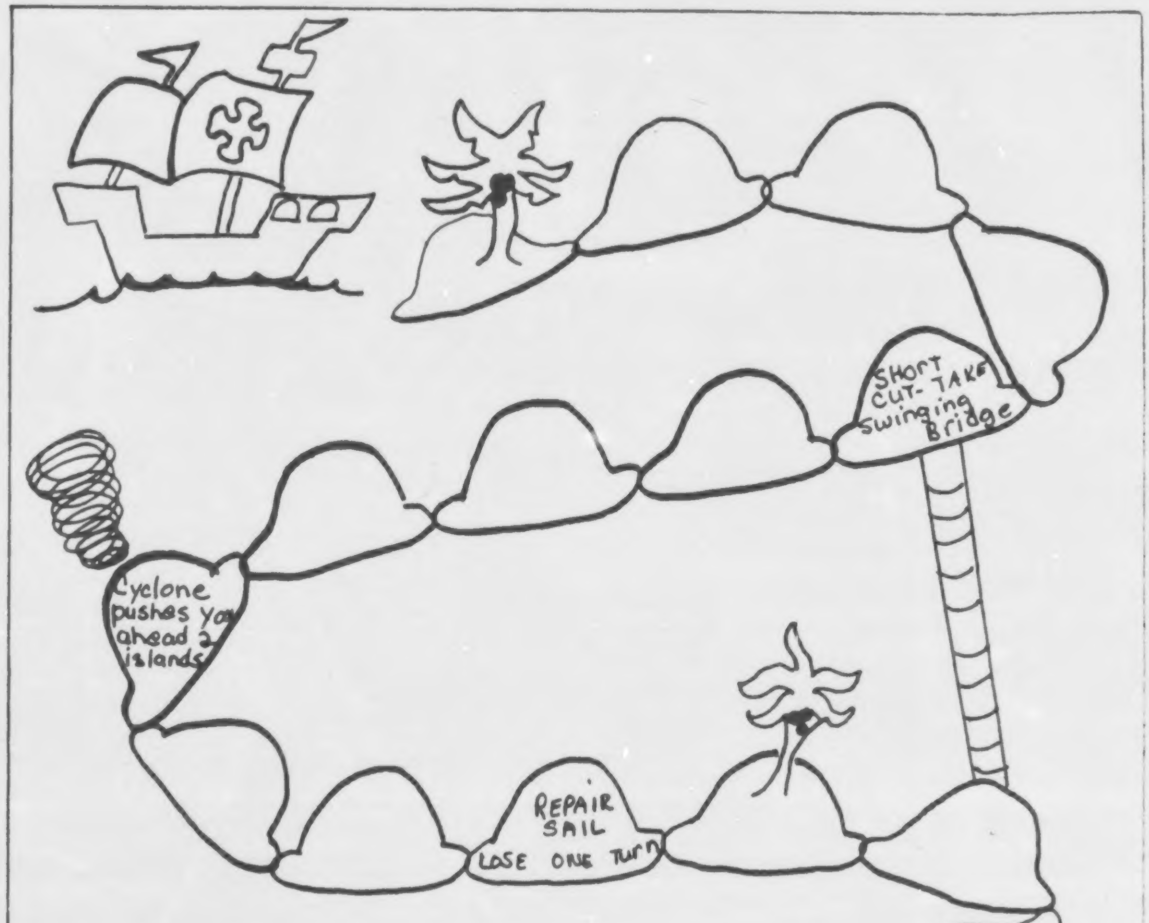
Game Board


Elephant Safari
sneaky snake caught you go back 2
you're moving too slow go ahead 3
Crocodiles chasing you go back 2
Charley Chimp helps his friends go back 2
Caught in spider web go back 2
Friendly natives go ahead 2 spaces
You fell in river go back 2

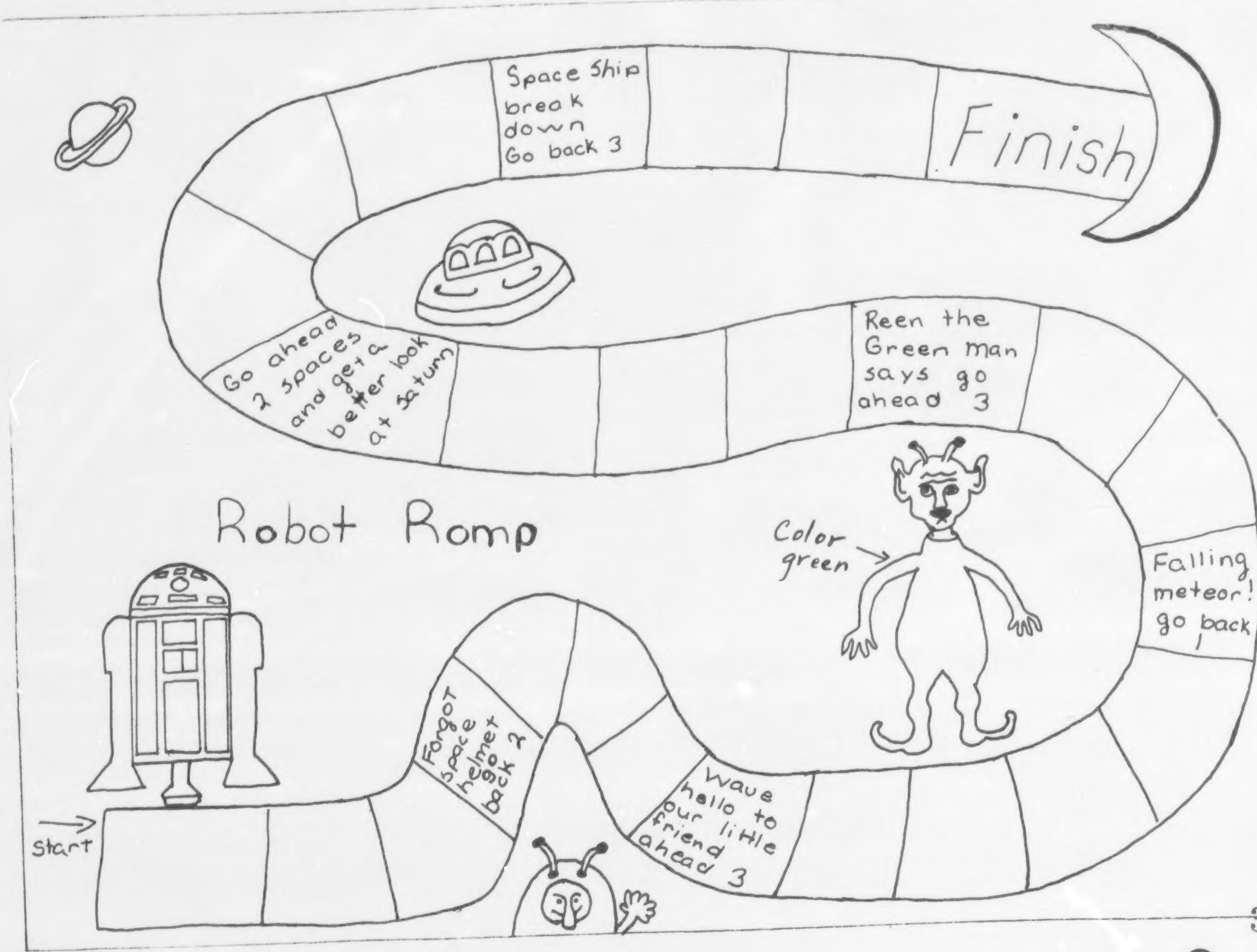
Game Board


SCHOOL
Oops! slipped and fell Go back 1
Used a quiet voice-Go ahead 2
mean dog Climb tree Skip turn
Shared toys during free play. Take extra turn
BANK
To School
Forgot pencil Go back (1)
Good listener Go ahead 2
Forgot library book Go Back 2
START
you fall in creek go home
SCHOOL BUS

Game Board


SHORT CUT- TAKE swinging Bridge
Cyclone pushes you ahead 2 islands
REPAIR SAIL LOSE ONE Turn
Alligator attacks lose one turn
Volcano erupts lose one turn
FINISH

Game Board


Space Ship break down Go back 3
Finish
Go ahead 2 spaces and get a better look at Saturn
Reen the Green man says go ahead 3
Robot Romp
Color green
Falling meteor! go back 1
Forgot space helmet go back 2
Wave hello to our little friend ahead 3
start

GAMEboard Key
Multiplication
0 through 12.

X	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

SPARC*

Lists

APPENDIX

Lists

Page

Compound Words 1

Nyms

  Antonyms 2

  Homonyms 3

States, Capitals 4

COMPOUND WORDS

afternoon
airmail
airplane
another
anything
baseball
birthday
blackboard
bluebird
breakfast
busboy
campfire
catfish
chalkboard
classroom
countdown
daytime
dollhouse
doorbell
airport
tattletale
peanut
kettledrum
eyebrow
bathroom
textbook
railroad
landlord
freeway
billboard
thunderstruck
sailboat
lipstick
Greenland
bookshelf
turnpike
seaway
necktie
handkerchief
butterfly
upset
snowstorm
nightmare
heretofore
chestnut
wheelchair
suitcase
offspring
hopscotch
driftwood
yourself
surfboard
swordfish
doorway
downstairs
downtown
driveway
everyone
everywhere
faraway
fireman
fireplace
fisherman
football
footstep
getaway
goldfish
greenhouse
headlight
homework
houseboat
housework
earphone
armchair
teakettle
pineapple
keyboard
flashlight
bedspread
thunderbolt
rainbow
landmark
gentleman
blackberry
timepiece
salesperson
masterpiece
grownup
breakwater
underpants
seaweed
nickname
headache
candlelight
wastebasket
steamboat
notebook
highway
checkout
whirlpool
sunburn
outdoors
hourglass
drugstore
earmuff
icebox
inside
into
lighthouse
mailbag
mailbox
mailman
maybe
meatballs
moonlight
newspaper
nighttime
nobody
outside
pancake
playground
popcorn
sandbox
sandpaper
iceberg
earring
ashtray
teapot
pocketbook
kindergarten
footprint
beeswax
thundercloud
roadrunner
landslide
grapefruit
blueberry
tiptoe
seashell
mushroom
hairpin
bridegroom
undershirt
slowpoke
nightclub
headquarters
chairperson
waterfall
stepladder
oatmeal
homesick
dashboard
wildcat
sunglasses
overcast
housekeeper
hubcap
schoolhouse
snowball
snowflake
snowman
somebody
someday
someone
something
sometimes
somewhere
spaceman
starfish
sunflower
sunlight
treehouse
upstairs
uptown
wallpaper
workman
pawnshop
Iceland
earthquake
basketball
teaspoon
racetrack
landlady
forehead
bellhop
thunderstorm
roommate
lifeguard
grasshopper
bookcase
toothpaste
skateboard
necklace
handcuffs
bridesmaid
undertaker
snapdragon
nightgown
hereinafter
checkmate
weekend
strawberry
offshore
honeymoon
doughnut
woodpecker
supermarket
passport
password

ANTONYMS

hot	cold	tall	short	big	little
happy	sad	old	young	old	new
long	short	fat	thin	day	night
out	in	push	pull	on	off
black	white	fast	slow	stop	go
play	work	down	up	good	bad
cry	laugh	walk	run	yes	no
dirty	clean	man	woman	girl	boy
over	under	give	take	buy	sell
far	near	first	last	dark	light
right	wrong	sit	stand	sick	well
dry	wet	summer	winter	open	shut
hard	soft	hard	easy	top	bottom
float	sink	loud	soft	sweet	sour
raise	drop	smile	frown	full	empty
late	early	strong	weak	north	south
right	left	asleep	awake	east	west
in	out	high	low	quiet	noisy
back	front	private	public	ugly	pretty
question	answer	back	front	evening	morning
catch	throw	false	true	arrive	leave
black	white	win	lose	run	walk

HOMONYMS

heel	heal
meet	meat
beet	beat
see	sea
teem	team
feet	feat
reed	read
creek	creak
seen	scene
ate	eight
boar	bore
road	rode
hoarse	horse
tears	tiers
peace	piece
mail	male
maid	made
pain	pane
pail	pale
shoe	shoo
whole	hole
some	sum
raise	raze
knew	new
be	bee
guest	guessed
die	dye
heard	herd
bread	bred
higher	hire
stationary	stationery
close	clothes
crews	cruise
sell	cell
medal	meddle
descent	dissent
altar	alter
heart	hart
lead	led
prints	prince
all	awl
yoke	yolk

deer	dear
reel	real
steal	steel
tee	tea
need	knead
seem	seam
peel	peal
flee	flea
freeze	frieze
air	heir
loan	lone
soar	sore
knot	not
know	no
knows	nose
one	won
blew	blue
hall	haul
red	read
hail	hale
bail	bale
hair	hare
stair	stare
pause	paws
would	wood
soul	sole
would	wood
bough	bow
great	grate
fairy	ferry
capitol	capital
pride	pried
chews	choose
seller	cellar
moat	mote
mints	mince
beach	beech
its	it's
might	mite
wrap	rap
base	bass
throne	thrown

week	weak
sees	seize
sheer	shear
peer	pier
lean	lien
boarder	border
load	lode
break	brake
bear	bare
steak	stake
lain	lane
groan	grown
hear	here
coarse	course
sail	sale
plain	plane
main	mane
tail	tale
wait	weight
none	nun
fair	fare
shone	shown
wring	ring
by	buy
flour	flower
ant	aunt
hour	our
through	threw
weigh	way
prey	pray
principal	principle
build	billed
birth	berth
martial	marshall
vice	vise
pedal	peddle
doe	dough
aisle	isle
past	passed
sight	site
based	'baste
toe	tow

two	to	too
cent	sent	scent
so	sew	sow
do	due	dew
their	there	they're
for	four	fore
poor	pore	pour
or	ore	oar
idle	idol	idyl
rain	rein	reign
vain	vein	vane
write	rite	right
pair	pare	pear

STATES AND CAPITALS

Alabama - Montgomery
Alaska - Juneau
Arizona - Phoenix
Arkansas - Little Rock
California - Sacramento
Colorado - Denver
Connecticut - Hartford
Delaware - Dover
Florida - Tallahassee
Georgia - Atlanta
Hawaii - Honolulu
Idaho - Boise
Illinois - Springfield
Indiana - Indianapolis
Iowa - Des Moines
Kansas - Topeka
Kentucky - Frankfort
Louisiana - Baton Rouge
Maine - Augusta
Maryland - Annapolis
Massachusetts - Boston
Michigan - Lansing
Minnesota - St. Paul
Mississippi - Jackson
Missouri - Jefferson City
Montana - Helena
Nebraska - Lincoln
Nevada - Carson City
New Hampshire - Concord
New Jersey - Trenton
New Mexico - Santa Fe
New York - Albany
North Carolina - Raleigh
North Dakota - Bismarck
Ohio - Columbus
Oklahoma - Oklahoma City
Oregon - Salem
Pennsylvania - Harrisburg
Rhode Island - Providence
South Carolina - Columbia
South Dakota - Pierre
Tennessee - Nashville
Texas - Austin
Utah - Salt Lake City
Vermont - Montpelier
Virginia - Richmond
Washington - Olympia
West Virginia - Charleston
Wisconsin - Madison
Wyoming - Cheyenne